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ABSTRACT

A 1-day conference and a study weekend brought together adventure and youth social work practitioners from the United Kingdom, United States, Australia, and Canada. Workshops and presentations focused on five themes: (1) integration of adventure-based interventions with the work of other youth agencies and the needs of communities; (2) program design; (3) targeting of individual needs within the generalization "at-risk"; (4) staffing issues; and (5) program evaluation. Part 1 of the proceedings contains six keynote speeches or summaries examining the context for adventure-based work with young people in trouble or at risk, using adventure as part of diversion programs or therapeutic programs, funding issues, leadership competencies for outdoor adventure, and evaluation issues. Part 2 describes 12 programs working with delinquent youth, at-risk girls and young women, drug addicts, or emotionally disturbed or abused youth, and using such interventions as outdoor education activities, Outward Bound activities, expeditions abroad, residential therapeutic programs, sports counseling, and wilderness experiences. Part 3 summarizes workshops covering such areas as relevance of adventure programs to the community, informal outdoor education, facilitation skills, confronting conflict, trust building, and experiential learning. Part 4 reports on group discussions of the five conference/weekend themes. Part 5 consists of a reading list of 140 relevant items. Appendices list delegates and organizations represented. (SV)

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Adventure-Based Interventions With Young People In Trouble and At Risk

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22nd April 1994

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Basecamp *in association with the National Association for Outdoor Education*

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Charlotte Mason College, Ambleside, Cumbria.

Compiled and Edited by Jon Barrett

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Foreword

by

Lord Hunt of Llanfair Waterdine KG., CBE., DSO.

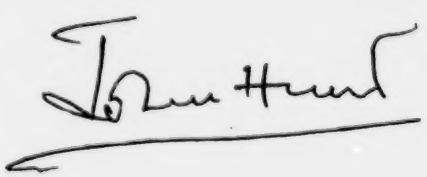
I was privileged to attend this Conference which was especially rewarding for myself, coinciding as it did with my retirement as President of the National Association for Outdoor Education.

Those who took part provided impressive evidence of the value of Adventure Education and allied activities as a part of programmes designed as community based alternatives to custody.

I can say from personal experience that this message is widely accepted by the Probation and Social Services as well as many Police Forces. It needs to be continually impressed upon the government and the courts that non-custodial sentences embodying the challenges of adventurous activities can be more effective than imprisonment in deterring and diverting most young offenders from future criminal behaviour.

The Ambleside Conference has made a useful contribution towards influencing penal policy along constructive lines.

27th July 1994



Introduction

JON BARRETT

Jon is the founder and Director of Basecamp, a small independent charity based in Galloway and working with young people in trouble and "at risk", mainly from Central and Southern Scotland. Basecamp also now provides training for staff teams working with young people in difficulty and undertakes research and consultancy in the use of adventure in youth social work practice. Jon was organizer of the Adventure-Based Interventions conference and study weekend.

For over thirteen years, Basecamp has run adventure-based experiential programmes for young people in difficulty with their lives. Our programmes have evolved to range from short developmental *Community Courses* for upwards of 200 young people per year (usually from community-based schemes of IT, Alternatives to Custody or residential care), to *Intensive Programmes* lasting from six weeks to eight months for approximately 40 very troubled young people annually, referred by social work and probation departments and prisons. We have also run *Training Courses* for staff teams, (including social workers, volunteer youth workers, community project management teams and prison officers), using adventure activities and groupwork to explore the interpersonal skills necessary to facilitate development and learning with young people in difficulty.

Despite constructive outcomes for those taking part and positive feedback from the agencies referring individuals to us, the task of finding funds to provide these programmes and to develop our work has been a continual uphill struggle. A charity since 1986, the fees paid by referring agencies have never accounted for more than 20% of our annual budget, and the remainder has had to be found through the time-consuming and energy-draining process of fund-raising. (By contrast, Karl Rohnke told me that at no time in their existence had Project Adventure in the States had to go "knocking on doors" for funds to innovate and develop their work!)

Although we learnt much through our partnership work with the youth social work agencies who formed our client base, the strictures imposed by this "hand-to-mouth" existence and the geographically remote location of our rural centre caused us to have a "head-down and nose to the grindstone" approach, and we had little communication with other adventure practitioners. Then, in 1991, the commencement of three years of core funding by a local charitable trust enabled us to begin to take stock of our work and progress, and to look around at what adventure-based developmental opportunities were being offered elsewhere for young people in trouble and "at risk".

With the benefit of this core funding, we decided to add a research element to our work and we commenced this in the summer of 1992 by undertaking a survey of what outdoor activity provision exists in the UK for young people in trouble and "at risk".

Jon Barrett, Basecamp, Marthrown of Mabie, Mabie Forest, Dumfries, Scotland DG2 8HB Tel: 0387 68493

Amongst other conclusions, the survey results established that outdoor adventure based provision is relatively scarce, and that which does exist mainly takes place as part of diversionary or "low-intensity" developmental work with young people. We found little evidence of intensive developmental work or structured adventure "therapy" taking place, and only rare examples of collaboration between adventure providers and youth social work or custodial agencies. The results also indicated that, whilst internal evaluations are commonly carried out on programmes, very few systematic external evaluations have been undertaken. This surprised us since the survey made clear that adventure programme providers are heavily dependent on statutory and charitable funding sources to finance their provision for young people in trouble or "at risk".

On the positive side, we did find a small number of provider organisations who are very active with these young people, some of these based in rural centres and others working in the inner cities. We also found a considerable number of providers who would *like* to be active with this client group but who have reservations over their skills and experience, or because the area of work is apparently not financially viable.

In the process of conducting the survey, we encountered a certain amount of suspicion from some of the organisations that we approached for information. We began to realise that these small number of active organisations tend to work, like ourselves, in isolation from one another, and are often necessarily concerned with presenting the "right" image to secure funding and gain credibility in a climate of public opinion and political expediency that is increasingly receptive to punitive measures and scathing of developmental interventions with young people in trouble. I gained a sense that organisations felt themselves to be competing for limited resources and therefore reluctant to drop their guard and share experience and practice freely, "warts and all". The need to present the "right" image seems to have led to success being demonstrated, in an area of work in which it is inherently difficult to quantify success, by the quoting of statistics for former clients now "in work" or "on training schemes" or "no longer offending" as a result of our interventions.

These outcomes may well be accurate, but they do not do justice to the potential that we have in our work to facilitate personal growth and to empower young people in more enabling although less tangible ways. They take little account of the reality that personal change and development is a very long-term process; that we cannot expect to have a dramatic impact in rectifying long-term dysfunction on adventure programmes of six days - or even six weeks - unless our programmes are very well-structured and highly relevant to the specific needs of each individual taking part; that we may facilitate generalised new awareness and new possibilities for young people, but our successes are seldom as clear-cut and quantifiable as we sometimes present them in order to demonstrate our effectiveness and to satisfy our "public".

I also sensed that, whilst networking clearly takes place between some adventure organisations, the actual exchange of experience and information is not always as open a process of sharing and learning as it might be. In particular, the adventure world generally does not yet appear to make good use of the experience and practice of well established youth social work projects, some of whom are very innovative and experienced in using mediums such as structured groupwork, 1:1 work, drama and role play, and other creative experiential activities in their work with young people. Some of these projects have written up and published their practice in areas such as programme design, referral and assessment processes, and staff development and support practices, all highly relevant issues for adventure practitioners. And since the late 70s and early 80s, in response to the then widely held view that *no* interventions work with offenders, some important academic research has been conducted and published identifying developmental and rehabilitative methods that *do* work. Meanwhile there can sometimes

be a tendency for adventure organisations to go about separately and independently "re-inventing the wheel".

My own view is that some of the guardedness of adventure organisations is rooted in the fact that little research literature exists that validates our adventure-based interventions and, although *we* may believe implicitly that what we do is valuable, our work methods and processes have not been adequately examined and affirmed to give us the confidence to refute our critics' view of so-called "holidays for hooligans" and "intermediate treats". We at Basecamp have had to recognise that in order to be effective in our work with young people - indeed to be able to work with young people at all - we need to direct considerable effort at educating and influencing public opinion about the "real" nature and aims of our work. To be credible, we need to openly articulate the limitations of our practice base and our experience as well as proclaim our successes.

The opportunity to bring together both adventure and youth social work practitioners to share experience and to consider these issues more widely presented itself last year when it was suggested that Basecamp might organise the 1994 NAOE study weekend. We decided to add to this event a national Day Conference with the aim of attracting attendance by youth social workers and managers, policy makers and funders. And so this conference and study weekend came about.

The themes that we identified as the focus for the events reflect issues that we have worked with at Basecamp over a long period of time, and which I believe are relevant to all adventure practitioners working with young people in trouble or difficulty.

- **Community Integration** - The means and methods whereby we can integrate our work with that of other agencies involved with young people, and make it relevant and transferable to young people's own lives and communities.

- **Programme Design** - The appropriate design of our programmes, from recreation and diversion to intensive developmental work and therapy. Establishing realistic aims and processes according to the needs and circumstances of our target group of young people. Exploring the underlying value bases, theoretical backgrounds and philosophies of our programmes.

- **Targeting and Referral** - The means whereby we can ensure appropriate participation by young people according to our programme aims and objectives. The need to break down the generalisations *"at risk"* and *"in trouble"* and focus on individual needs and circumstances.

- **Staffing Issues** - Recruiting, training, developing and supporting staff to be able to work appropriately and effectively with young people according to the aims and purposes of our programmes.

- **Evaluation** - The methods whereby we can effectively monitor, record and evaluate our work to prove and improve our practice.

To address these themes, we invited speakers and workshop presenters with a wealth of experience from different projects and organisations across the UK and also from Australia, Canada and the United States, where adventure-based programmes have benefited from more dialogue between practitioners and more dissemination of practice and philosophies than has hitherto been the case in the UK. We were pleased also to be able to involve presenters from organisations using creative adventures other than the outdoor kind in their work with young people in difficulty.

There were a number of organisations whom we would have liked to have invited to present their work and experience, but were unable to owing to lack of space in the programme. These include **The Weston Spirit, Venture Scotland, Youth at Risk, Mobex NE, Drive for Youth** and **Raleigh International.** We were pleased that some individuals from these organisations were able to attend as delegates.

A lasting impression that has stayed with me since the conference weekend was of the strength of commitment and determination demonstrated by individuals, both presenters and delegates, to maintain and develop the quality of their practice with young people - despite the constraints of funding, the lack of "positive strokes" in terms of validation and recognition, and the groundswell of government and media opinion against developmental interventions.

This individual commitment is something that managers of our organisations must value and nurture. In the same way that, to be effective in our work with young people, we have to identify and focus on the specific needs of the individuals who participate in our programmes, so too we need to identify and respond to the needs of our staff teams. We must recognise and build on individuals' strengths, acknowledge and work with doubts and uncertainties, and give our commitment and support to professional and personal development. "Burn-out" is a common occurrence in face-to-face work, particularly in developmental work with troubled young people whose behaviours often reflect and project their experiences of alienation and disaffection. A number of delegates expressed in their evaluations of the weekend that they had valued the opportunity for contact with other workers from other organisations; that they felt less isolated by it and had gained fresh inspiration. This is an aspect of networking - and an indication of the need for staff support and supervision - that organisations ignore at their peril.

I heard also of a comment from a delegate who was awed by the professional delivery of the presentation by Simon Ruding and Alun Mountford of the Geese Theatre Company - "If that's how good you need to be to do this work, then I should give up!" Creating feelings of incompetence and disempowerment were not the aims of the weekend! Whilst developmental work obviously requires understanding of models of human development and training in professional skills, particularly group work and counselling skills, it is *not* a specialist preserve. What is important is that we are able to identify our own skills and recognise our limitations - and start work from there. Also that we recognise the skills and limitations of others and value the differences. The learning process in developmental work is a life-long one and it is healthy for us to acknowledge that we always have further to go.

Overall the evaluations received from delegates after the conference and study weekend were positive and constructive. There were some valid criticisms also. Some delegates felt that not enough attention was paid to the specifics of practice and that there was sometimes a tendency to generalise about issues rather than get to grips with the detail. Others regretted the lack of time available in the programme for adequate discussion of issues raised by the key-note speakers and presenters. Some were disappointed to attend workshops that proved not to be workshops, but information-giving sessions. It was also pointed out that, considering we were an assembly of committed experiential practitioners, very much more of the programme could have been experiential in style and content! And through an omission on my part in not organising "scribes" to record the views and comments of the delegates during group discussion sessions, some of this important feed-back was regrettably lost.

Nevertheless I am hopeful that the weekend was not an end in itself, but a "springboard" towards new opportunities for refining and developing our practice with young people in trouble and "at risk". Feedback from the weekend suggests that a valuable further initiative would be a number of smaller "workshop" or "seminar" events to examine in much more detail some of the themes originally identified for this conference together with additional issues that were raised during the weekend. And I am particularly enthused by the possibility of establishing a "loose" association, not for *organisations* to belong to, but for *individuals*; a forum for open and honest exploration and development of practice, whereby practitioners from all areas of the experiential field (not only outdoor adventure), can gain stimulus, challenge, recognition and support in their work through dialogue with others. Facilitating the creation of such a member-led association is one possibility that we at Basecamp are now considering as we look at how best to follow up the conference and continue the process of furthering good practice in experiential work with troubled young people. I would welcome other people's views on the possibilities and potential of such an association.

There are many people to thank for their efforts and support in making the conference and study weekend possible. The NAOE provided the opportunity for the events and Adventure Education undertook the administration. Speakers and presenters gave freely of their time and expertise. The Holywood Trust, The Rank Foundation and The New Chasers Charitable Trust generously supported the events, and the continued support of the Holywood Trust has made the publication of this report possible. My thanks to them all.

PART ONE

Key-Note Speeches

The Context for Adventure-Based Work with Young People in Trouble and At Risk

DAVID BELL

David Bell is the Director of DIVERT, the independent charity that in April 1993 took over the work of the former Intermediate Treatment Fund. DIVERT is supported by the Home Office and the Department of Health. Its aim is to encourage the growth of community-based schemes that provide constructive and challenging opportunities for young people aged 10 to 25 who may be at risk of getting involved in crime.

David chaired the Day Conference, and gave opening addresses for both the Day Conference and the Study Weekend.

Day Conference Opening Address

I welcome you on behalf of Basecamp and the National Association of Outdoor Education to a weekend of events here at Charlotte Mason College, Lancaster University.

There are two interlinked themes for the conference and study weekend: "Adventure based intervention with young people in trouble and at risk" and "Enabling troubled youth, through adventure based experiential learning".

We welcome participants from a wide range of organisations and places including Holland, Dublin, Perth (Australia), Ontario (Canada) and New England (USA). We welcome this opportunity to share experience and ideas and to hear your views.

The conference brochure refers to the media attention that is currently constantly focussed on the causes and consequences of disaffection amongst young people. A groundswell of opinion is demanding punitive and repressive responses to young people's alienated behaviour and work that emphasises personal growth and development is in danger of being undermined and devalued.

An example of hostile press attention was provided by the Daily Star in November 1992. "Hard-core child supercrooks are bringing fear to Britain's streets. They are our number one crime problem - tearaways just out of primary school who have learned their lessons in motor theft and house-breaking so they account for 90% of offences".

We are here to consider a number of themes: adventure education, diversionary strategies, therapeutic treatment, "short sharp shock" regimes, discipline, corrective influences, the repair of damaged self-esteem, social and coping skills and the role of outdoor adventure when dealing with anti-social behaviour.

The work we are discussing is at risk due to government and public attitudes and reduced funding. In addition to support and resources we need skilled practitioners and partnership between agencies. What is offered must also be relevant to young people and their parents today.

DIVERT, 33 King Street, London WC2E 8JD
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The conference programme will provide examples of different types of adventure experience with troubled young people. Expeditions, the use of wilderness areas and visits abroad, work with schools and the youth service and criminal justice agencies.

Before we begin we should remind ourselves of the context for work with young people today.

There are over 1 million young people out of work (100,000 aged between 16-17 years). In the year ending in June 1993 there were some 5.7 million crimes reported to the police. The level of crime has doubled since the 1980s. Unreported crime would probably raise the total to some 15 million offences. Some 82% of known offenders are male with 46% aged under 21 years. Those aged between 15-18 years are most likely to receive cautions or sentences.

The conference should also consider factors that research shows contribute to drawing young people into trouble and crime. Poor parenting, erratic family histories, a record of discord in the home, low income households, low achievement records at school. These factors are far more significant than the exact numbers of "parents" in a 1990s family.

We also have to note that suicide rates have risen significantly amongst young men. Scabies and TB are medical conditions reappearing in our cities. Benefit levels for young people without education and employment have been cut. Shelter has estimated that some 2 million are living rough with a life expectancy of only 49 years.

Childline has reported that 98,000 children run away from home in a year and they receive 10,000 distress calls a day. Up to 57% of adults in prison have been in care and we have one of the highest numbers of offenders in prison (47,423 in February 1994) and this number is rising by some 350 a week.

Why are these facts of life for young people in Britain while in many parts of Europe, Scandinavia and Canada these problems are of minor significance?

The weekend events build on a number of previous conferences. In 1987 "Community-Based Sentencing - The Use of Outdoor Challenge". In 1992 the Campaign for City Youth conference "Challenge Opportunities for Inner City Youth" and Lord Hunt's Report "In Search of Adventure - A Study of Opportunities for Adventure and Challenge for Young People".

In conclusion let us remind ourselves that history can put present concerns in perspective. A recently discovered ancient Mesopotamian stone tablet bore the inscription "Beware - society is in danger of disintegration because children no longer obey their parents". David Faulkner, formerly head of Criminal Justice policy at the Home Office, has also reminded us that we need to provide "something for young people to look forward to which will give them satisfaction, personal dignity and the respect of others". Best of all this is a job, but if a job is not available ... what can we offer?

Study Weekend Opening Address

The young people we are aiming to work with are inhabiting a new world. A "Super Highway" of multi-media communications, computerised technology and multi-national corporations.

Al Gore, the US Vice President, has been endeavouring to point the way through the massive change to the world as we know it. Barriers are disappearing, vaulted by TV and satellite, telecommunications, virtual reality, cable, etc. In a few years the average household will have access to 500 international channels but will be aware of about 50 and using 5 on a regular basis. We will be able to control the direction of TV camera shots from our home consoles.

Young people are already practised in this world through the products of the Nintendo and Sega corporations.

The pattern of work and access to leisure is changing out of recognition. Part-time work and short-term contracts are the rule, lifetime careers and safe professions a thing of the past. Women and service industries are in popular demand.

The lack of any fixed points or predictable life paths must be adding to the confusion and alienation of young people today.

The totems of our present society are represented by marketing, Levis, Coca Cola, Drugs, Pop music, Fashion, the TV quiz show and "Gladiators".

New short-term jobs will be provided in computer programming, the media, leisure industries, tourism, finance houses - and counselling to cope with dramatic rises in stress.

The future holds little place for factories, telephone operators, secretaries, shop assistants and cashiers, coal miners, steel workers or 50% of any present organisation's workforce, as everybody "slims down".

There are new codes to be learned by young people, black and white, gay and straight, very rich and very poor - electronic theft, non-typical family structure, etc.

Into this time of massive change we are injecting the young people with whom we are concerned. They live chaotic lives, they are preconditioned to fail at school, they cope with family breakdown or life in a variety of children's homes or foster placements.

A typical case is *John*. He has been accused of theft and criminal damage. He has been shuttled between social workers and care establishments. He has recently spent three and a half months on the streets. A youth worker recently spoke of the "world's sadness in his eyes", and added "I wish I knew what had caused such pain".

This study weekend is planned to consider the *constraints* under which we are working. The *contradictory* view and opinions about our work and our objectives, prevention, what we mean by diversion, personal growth, staffing and practice and evaluation.

We should follow the advice of Alec Cleg (former Chief Education Officer for West Yorkshire) and always ask:

> "Why am I doing what I am doing with this particular group,
> in this particular place, at this particular time and in
> this particular way?"

We are trying to equip the young people with whom we work with "the passion for discovery and the mastery of difficulty".

To do this we need to consider outdoor activity in the light of selecting appropriate experiences for the 11-16 age group (Identity, Physical Skill, Place in the Group) and for the 17+ age group (Relationships, Skills related to Jobs and Opportunities, Place and Status in Society).

We need to ask why some 85% of members of the British Horse Society are young women but only 8% of the British Mountaineering Council and 20% of the British Canoe Union?

What is the place for Asian young women in Outdoor Adventure and indeed why is the black community so poorly represented at outdoor events, both as instructors and as participants?

Does outdoor adventure have something special to offer those at risk or in trouble with the law? How do we counteract the professional view that such approaches are old hat?

How do we bring outdoor adventure into the urban environment?

David Bell concluded with a description of the struggle with Government over funding that had led to the regretted closure of the Intermediate Treatment Fund in 1993 and the establishment of the Divert Trust with new roles. IT had had an honourable record in the use of outdoor adventure techniques and examples of such work were provided by the Merseyside MOBEX Project, Hackney Quest in London, Fairbridge in St Pauls, Bristol, the Cirdan Trust in Essex, the CARP canal project in Dudley, West Midlands, the Wayfarer Project in Clwyd, North Wales, and the Meridian Project in Southampton.

Adventure as Diversion:
Managing Diversion Programmes
with Young People in Trouble and At Risk

JOHN HUSKINS

As an HMI specialising in the youth service for 17 years, John was responsible for many of the most significant HMI/DES reports on the challenges facing urban youth work and adventure education. Now, as an education consultant, he provides management support, monitoring and evaluation for urban youth programmes, especially those designed to "divert young people from crime".

The following is a summary provided by John of the two addresses he gave during the conference and study weekend.

Both my addresses used the paper detailed below "Adventure-based interventions with young people in trouble and at risk" as the framework for an examination of practice in this field. This paper is based on experience as a consultant providing management support and staff development for "diversion from crime" youth programmes in local authorities and voluntary youth organisations.

The background social, economic and personal factors leading to young people developing offending behaviour were examined, and the thesis proposed that much of this was due to lack of social skills and that a planned approach to developing these skills would "divert" in the sense of introducing young people to attractive alternative life-styles if long-term personal support is provided.

These areas were then explored in detail, based on recent experience, with the emphasis on the selection or provision of programmes for each of the conferences.

Adventure Based Interventions with Young People in Trouble and At Risk

Many claims are made about programmes aimed at young people "in trouble" or "at risk". Those experienced in this field will know that there are no miracle cures or magic wands which can instantly transform the lives of young people whose life style and norms of behaviour are the product of many years of influence from a wide range of social, economic and personal factors. Only the patient working of skilled individuals over a considerable period of time can bring about long-term attitude and behavioural change. However, carefully planned and implemented adventure programmes can remotivate young people, help them to reach the decision to take more responsibility for the direction of their lives and develop the supportive relationships and social skills necessary for success. But sustained change is only achieved if these potential growth-points are then reinforced and developed in the home environment. Isolated experiences are very unlikely to be effective.

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Decision-makers considering the merits of different potential providers may find the following questions helpful in deciding whether or not to go with a particular programme. It is suggested that only when convincing replies to all these questions are given is a programme likely to be successful in terms of "diversion", and therefore worth considering.

Rationale

- how does the programme influence offending behaviour? how can it work?
- is the rationale behind the programme convincing? evidence?

Targeting

- what patterns of offending does the programme recognise?
- how are social environment, gender or racial group differences addressed?
- how does it differentiate between categories of young people "at risk"?
- which groups of young people has it the expertise to work with effectively?

Progression

- how is progression through different levels of young people's involvement from recruitment to departure managed and demonstrated? (ie: from initial trust building to taking responsibility for their learning)
- how are crime related issues explored?
- what skills do young people develop and how are these achieved?
- how are the young people helped to recognise and own their learning?

Demonstrating learning and behavioural change

- what reviewing and recording procedures are used?
- how do young people carry out their own self-assessment of learning?
- how is learning and behavioural change assessed and demonstrated?
- what examples, including case studies, are available?

Community involvement

- how is the programme linked to the young people's home environment?
- how is their local community encouraged to support and reinforce the learning achieved?
- how are other agencies working with the same young people used to support them long term?

The emphasis should be on a demonstrated professional approach to programme management and accountability, recognising that there are no easy solutions and that claims to success should be based on clear evidence.

Adventure as Therapy:
Using Adventure as part of Therapeutic Programmes with Young People in Trouble and At Risk

BRENDAN McNUTT

Brendan is the founder and Principal of the Bryn Melyn Community, a therapeutic treatment centre working with individual young people whose life experiences have left them with serious emotional, psychological and behavioural difficulties. Adventure experiences form a major part of therapeutic programmes at Bryn Melyn.

Introduction

If we look at the conference title "Adventure-based interventions with young people in trouble and at risk", we can easily identify three areas where it is essential to define meaning. A good way to do this is simply to ask:-

What is an adventure-based intervention?
How do we define young people?
How do we recognise and define trouble and risk?

These are questions with which we are familiar at Bryn Melyn Community and examination of these definitions has provided us with a theoretical background to inform and structure our work. Before attempting to answer these questions it will be useful for me to say something about the nature and context of the work done at Bryn Melyn in order to bring the following discussion into focus.

Bryn Melyn Community

Bryn Melyn Community provides an Intensive Therapeutic Service for young people aged between 15 years and 18 years old who are being "looked after" by local authority social services departments. Typically these young people have been sexually or physically abused (sometimes both), psychologically or emotionally traumatised, neglected or abandoned. They have very often moved through a succession of placements in the "care" career and they represent the most seriously emotionally damaged young people in the country. Manifestations of this damage to their normal development take the form of: offending behaviour, absconding, destructive actions, self-harm and frequent challenges to authority figures.

When a young person joins Bryn Melyn Community they go to work straight away with their own individual worker or guide. Their first joint task is to identify the aims and objectives of their own Individual Therapeutic Programme. To do this they have the help of our consultant psychotherapist, our holistic therapist and our experienced care staff.

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After a preparation period of up to 4 weeks the young person and guide are ready to engage in their individual project. This involves some form of adventure which usually takes place abroad and lasts for 13 weeks during which time young person and guide live together in basic conditions for 24 hours per day, seven days per week, for 90 days continuously.

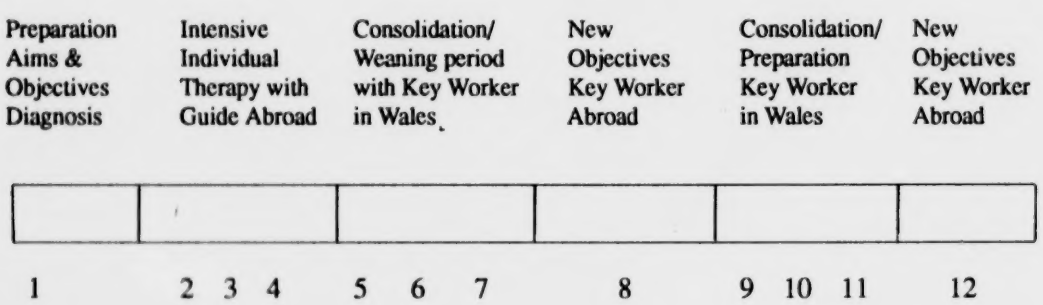
At the end of this adventure there is a further period of 90 days back in Wales during which a Key Worker takes over responsibility for the young person who is "weaned off" the dependency relationship with the project Guide. At the end of this second 3-month period the Key Worker accompanies the young person on another therapeutic adventure - this time of one month's duration. Throughout these Intensive Therapeutic Programmes there is a parallel process going on between the adventure associated with the physical activity and the therapeutic adventure of going into emotional and psychological areas which have previously been "no-go" areas. This process is made possible by the physical conditions created by the adventure activity but especially by the high level of confrontation with which the guide approaches the young person.

Whilst the young person's psychological and emotional discounts are being confronted both s/he and the guide are engaged in activity in a new and novel environment which provides the opportunity for the young person to develop new responses to situations. Success in doing this will lead to a marked increase in self-esteem. This work can be built around almost any activity. *Figure 1 represents the programme timetable over one year.*

Fig. 1

BRYN MELYN - INTENSIVE INDIVIDUAL THERAPEUTIC PROGRAMME

ONE YEAR TIMETABLE



So the adventure-based intervention that we use with young people can be designed around any activity that the young person expresses a willingness to engage in. In the past these have included mountaineering in the Pyrenees, trekking in the Atlas mountains, canoeing in the South of France, cycling through France, rock-climbing in Spain, sailing across the Atlantic, video film-making in Egypt, trekking through East Africa, swimming with Dolphins in Ireland and Israel, pony trekking in Devon, surfing in Portugal, diving in Turkey and building work in France. The most important common themes in all these activities are that they:

1. bring client and guide together in a very close relationship for 24 hours per day, 7 days per week, for a duration of 90 days initially;

2. provide adventure and opportunity and structure time so that therapy can happen within the relationship built around the activity;

3. usually take place abroad so that the young person can not easily run away from high levels of confrontation on emotional, psychological and behavioural levels;

4. are conducted in a climate which is conducive to success and which provides a comfortable and safe working environment.

These programmes are selected interventions of an adventurous nature with young people who are experiencing trouble and risk in their lives, which brings us back to the conference title and examination of the questions asked early on.

What is an adventure-based intervention?

When we intervene, we come into a young person's life as an extraneous influence and if we offer adventure we hold out the promise of something exciting, daring, involving risk. This is a new opportunity which we offer to people and, in return for adventure, a change of place, environment, living conditions and responsibilities, we expect new responses and new patterns of behaviour. We are attempting to provide the conditions conducive to effecting change in an individual.

Of course, an individual will only change if s/he wants to change. Our basic belief is that everybody is capable of change but our contractual starting point with any client is to ask the question - do you want to change? If the answer is "yes", we proceed; if the answer is "no", we part company before we start fighting each other.

One reason for using adventure-based activities is that they are often attractive to young people and our aim is to gain the co-operation of each teenager that we work with. If a person, young or old, is engaged in enjoyable activity s/he is far more likely to be receptive to anything else on the agenda whilst s/he experiences enjoyment. Our interventions need to be enjoyable otherwise the young people with whom we work, who have a paucity of inner strength and personal resources, would not engage in any part of the process. It also strikes me as obvious that if you are enjoying what you are doing, ie having fun (at least for some of the time), then success is more likely as an outcome than if the process if repugnant to you. Some of our critics can not reconcile the idea of having fun with the serious business of getting better or being "rehabilitated".

In a nutshell an adventure-based intervention at Bryn Melyn Community, centres around any activity which is to the young person adventurous, novel, sometimes risky, sometimes fun and always engaging. It provides opportunity, demands new responses from the teenager and offers the conditions within which change can begin to happen.

Of course, in order for this to happen we need to know as much as possible about the nature of the person we are working with. That brings us on to our next question.

What is a Young Person?

This may seem to be a strikingly obvious question to which we all know the answer - but do we?

Adolescence is a stage in life. It follows childhood and precedes adulthood. It is neither one or the other. It is a state or process within which a person is neither a child or an adult. For those of us who work with young people or adolescents our chances of success are considerably enhanced by understanding the special nature of what we call adolescence.

I particularly like Musgrove's (1964) thirty-year-old definition of adolescence, which holds industrial and post-industrial society responsible for its existence:

> "The adolescent as a distinct species is the creation of modern social attitudes and institutions. A creature neither child nor adult, he is a comparatively recent socio-psychological invention, scarcely two centuries old".

Musgrove's invitation to view adolescence from this perspective raises some interesting questions. Why should we as a society regard adolescence with such hostility, fear, misunderstanding and suspicion? Our own heritage of industrial development, our collective obsession with production and insatiable consumerism has given birth to what Truffaut encapsulated in his 1950s film, Rebel Without A Cause, the values of which were so lastingly personified by James Dean. Stormy, sullen, unsociable, disaffected, sometimes delinquent young people are here to stay and society has to own responsibility for creating the "species". Societies have given up or abandoned ancient rites of passage. Ritualistic and ceremonial "bridges" between childhood and adulthood are gone in most civilisations. It is interesting to note that many of the activities with which we in this room are concerned, take place in wilderness areas - exactly the sort of locations sought out by elders in traditional native cultures when working through rites of passage with their young men and women. The process that used to be guided and held as central and vital to growing up by the elder and more experienced members of a society is now presided over by a vast array of commercial interests and peer group support.

Peer group support and acceptance is critically important to an adolescent and generally exerts the strongest influence over the values, attitudes and behaviour of most youth. This is a fundamentally important consideration in designing any treatment programme for a young person. So far I have spoken in general terms about a condition of life known as adolescence. Most psycho-social models of human growth and development describe some process which we are to regard as "normal". Those of us gathered at this Conference know that the children with whom many of us work have become our clients *because* their development has not been "normal".

Adolescence is a life stage which is arrived at after having passed through several other stages. If we take the most influential of the available theories of human growth and development we can see from Erikson's work how one life stage prepares us for the next stage (Fig. 2).

Fig 2 **SYNOPSIS OF ERIKSON'S LIFE STAGES**

Life Crisis	Favourable Outcome	Unfavourable Outcome
1. 1st year		
Trust v. mistrust	Hope. Trust in the environment and the future.	Fear of the future; suspicion.
2. 2nd year		
Autonomy v. shame, doubt	Will. Ability to exercise choice as well as self-restraint; a sense of self-control and self esteem leading to good will and pride.	Sense of loss of self-control or sense of over-control; the result is a propensity for shame and doubt about whether one willed what one did or did what one willed.
3. 3rd - 5th yr		
Initiative v. guilt	Purpose. Ability to initiate activities, to give them direction, and to enjoy accomplishment.	Fear of punishment; self restriction or overcompensatory showing off.
4. 6th yr to Puberty		
Industry v. inferiority	Competence. Ability to relate to the world of skills and tools, to exercise dexterity and intelligence in order to make things and make them well.	A sense of inadequacy and inferiority.
5. Adolescence		
Identity v. confusion about one's role	Fidelity. Ability to see oneself as a unique and integrated person and to sustain loyalties.	Confusion over who one is.
6. Early Adulthood		
Intimacy v. isolation	Love. Ability to commit oneself, one's identity, to others.	Avoidance of commitments and love; distancing of oneself from others.
7. Middle Age		
Generativity v. resignation	Care. Widening concern for what has been generated by love, necessity or accident; for one's children, work or ideas.	Self-indulgence, boredom and interpersonal impoverishment.
8. Old Age		
Integrity v. despair	Wisdom. Detached concern for life; assurance of the meaning of life and of the dignity of one's own life; acceptance that one will die.	Disgust with life; despair over death.

If as an infant I do not resolve the emotional conflict between trust and distrust then I grow up afraid of the future and suspicious about those untrustworthy people who are around me and who are my significant teachers. When it comes to my next developmental task or conflict I am immediately at a disadvantage because fear and suspicion are not good predispositions at a time when I am attempting to develop freewill and self-esteem. I am more likely to feel ashamed, inadequate and over-controlled. The cumulative effects of inadequate or not good enough parenting are life determining experiences. We are all of us the products of our own childhood experiences. If those experiences were the product of good enough parenting then we are likely to develop into socially, psychologically, physically and culturally functioning adults. If those experiences are the product of inadequate or not good enough parenting then we are likely to grow up with some social, psychological, biological or cultural contamination which may lead to dysfunctional behaviour. If we then consider what effects abandonment, traumatic abuse, or neglect have upon this process we see that the likelihood of social, psychological, biological and cultural dysfunction are greatly increased.

So adolescence in the cases of most of the young people that we work with is not only the developmental limbo that all parents are familiar with. It is that first life stage when young people review or re-cycle for the first time in life all of their previous life stages. How confusing this must be for the adolescent who trusts nobody, who feels out of control, who knows no success, who feels inferior and who, to cap it all, has got no chance of developing a sense of identity because he or she doesn't even have a stable family to refer to in determining who they are.

This would be a very pessimistic analysis if it ended here. Sadly our national record in helping young people to overcome these handicaps is lamentably poor. There are, however, methods of repairing abusive and neglectful parenting but they require a great deal of skill, commitment, patience and understanding.

One of our fundamental principles at Bryn Melyn is that anybody can change and so we set out to provide the conditions which are most conducive to such transformation. It has been in dealing with cases where young people have been identified as being in trouble and at risk that we have had to be most creative and innovative.

How do we recognise and define "in trouble and at risk"?

For Bryn Melyn Community this definition and distinction has already been made by local authority social services departments prior to placing the young person at Bryn Melyn. Some of the characteristics shared by young people who come to Bryn Melyn are:-

they have suffered sexual abuse
they have suffered physical abuse
they have been neglected or abandoned
they have come from "incomplete" families
they have come from disadvantaged/dysfunctional families
they have not had their needs met by other agencies
(sometimes as many as 14 previous placement breakdowns)

There are many young people who are "in trouble and at risk" in a wide range of circumstances. What is significant is that fewer and fewer of these young people enjoy intervention from caring agencies and more and more find their way into street life, squat living and various forms of deprivation and delinquency.

It is also important that we recognise that some forms of traditional intervention are not effective, and whilst they may temporarily remove a young person from trouble or risk they provide no lasting solution to the problem. For this reason Bryn Melyn Community has moved away from the traditional residential model of care and developed an innovative way of working with individuals which clearly identifies one young person's problems without confusing the issue by immersing him or her in a milieu of several other young people's problems. In this way we provide focused treatment programmes, rather than care packages and in doing so we are working for lasting change and not temporary solutions. In the long run we also believe that this approach is more cost-effective and does break destructive inter-generational family cycles.

For agencies present at this conference who do intervene, it is important that we understand the nature of young people's troubles and the nature of the risk that they are exposed to. We have a rare and valuable opportunity by understanding the task as fully as possible and accepting the implications which that has, especially for staff training and development.

Conclusion

Bryn Melyn Community is using innovative and creative solutions to very old problems. We have met with considerable resistance to our methods, even though we can demonstrate their effectiveness. Both the general public and the present government find it easy to dismiss our work as "holidays for hooligans", "treats for tearaways" and "rewards for thugs". The reality is that in addition to improving the quality of life for abused teenagers, we are demonstrably changing offending behaviour in other adolescents. Without the adventure in our work, without the focus of meaningful activity around which to build programmes, we would not be able to "do" therapy with anybody.

Adventure-based intervention in the form that we use it, works. It is effective. It helps to change behaviour, it alters attitudes and changes values. It is also relatively cheap. It is healthy and it engages young people where other approaches have failed.

We know already, after only two years of working in this way with a small number of young people, that our results are far better than those achieved by the traditional methods of incarceration in Secure Units and Young Offenders Institutions. Although statistically insignificant, when 80% of the young people who complete treatment at Bryn Melyn Community do *not* offend we are encouraged. For those young people who leave Young Offenders Institutions, 80% *do* re-offend. We have identified and are using a method that works and it has much in common with the work that you do.

The people at this conference have a wonderful basic tool or method at their disposal. It is full of potential. When we apply creativity to problems we find solutions. All of us at this conference have in our work an opportunity to find adventure for ourselves in providing adventure for young people. It is a challenge - a word often used in outdoor education - it is an adventure to find solutions to the serious problems that we live with.

Adventure Based Interventions:
The Case for Support

CHRIS DUNNING

Chris is the Northern Director of Youth Projects for the Rank Foundation, a large UK charity with a strong commitment to developmental youth work. Chris is involved with a range of youth initiatives in Northern England, Scotland and Northern Ireland. He previously worked for the Outward Bound Trust.

My Role

I was appointed by the Rank Foundation to bring the activities of the charitable trust north of Manchester as it was felt that the majority of charitable funding was centred on southern and central areas.

I act as the eyes and ears of a Board, looking at youth work practice in particular and being proactive in looking for good practice and gaps in the work. Once work has been funded, my role is to monitor the investment made by the Trust with regular visits to see practice, meet policy makers and management as well as other funders involved. Regular written reports and annual assessments are integral to the arrangement and our directors make visits to the projects to meet the key individuals concerned. Annual business conferences also form part of our monitoring process.

The Young People at Risk

The cross-section of society deemed to be at risk does actually involve a wide-ranging selection. I have seen a fair degree of affluent delinquency in Millionaires' Row in north-west Newcastle where parents and community leaders have written articles in local papers expressing their horror at the abuse of property and anti-social behaviour.

Equally I have been to some of the most alienated areas of Liverpool or Glasgow and found the expected youth crime and hopelessness. These communities, however, have less hope and less opportunity of getting out of the rut than the more monied upper middle class.

However, in both cases I don't think that the 16-25 year old is really on the agenda for many adults in whatever part of society they exist. Whilst press and media can give a biased negative view that all young people are problems, I for one do not see this as being so. Certainly, if one looks at the apportionment of funds to those youngsters involved with crime, drugs, homelessness, etc, there is a huge bias towards per capita funding, possibly as high as 20 or 30 times when compared to that spent on the vast majority of young people who don't feature as problems.

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The problem seems to be one of a lack of relationship between those adults in positions of power and the average young adult in the community.

We are faced with extremes of approach which seek to impose disciplines and conditions of work which rely on crude and flawed approaches such as the short sharp shock and even the possibility of a compulsory voluntary service in the community - a return to National Service.

The common response to "troublesome" young people is one of disdain, mild hysteria and a lack of understanding.

Let me examine briefly the situation which faces the young adult - and not just the one with huge social need.

The multi-billion pounds worth of advertising campaigns which seek to draw the young adults to assimilate themselves with the glossy, sexy and attractive image of the "successful man or woman" - perpetrated, I would add, by adults. They didn't know they needed it until they saw it - but then they must seek to obtain it. Success equals material consumerism.

The measures of this success are the labels one wears to signify job, car, house, clothes, brand goods, etc. So how would I fare in conditions which actually excluded me from any chance of attaining such recognition and kudos? How would anyone survive in this hostile environment and feel valued or part of a community?

I once thought this might be a simplistic and naive concept about young people's lives in the eighties and nineties and yet, as I go round meeting a cross-section of young people, this is often the view I find: the adult hypocrite saying one thing and then condemning the person when he/she tries to obtain exactly what everyone else wants. I cannot condone it but I am beginning to understand it!

Then, once the situation backfires, there is a moral panic by adults and all hell lets loose.

I could not be construed as an evangelical, nor am I at all religious. I do, however, have the advantage of having been brought up in a family and a culture which instilled a sense of what can be termed values (in my case, Christian, although it could equally have been Muslim or Hindu, etc).

Young people seem to have sought other ways of fulfilling their spiritual needs and many I feel have no understanding of what spirituality might or could mean. Such voids do allow negative and antisocial behaviour and attitudes to slip in.

Whilst I am not campaigning for a crusade to address this lack of spirituality, it is a factor which I think has a part to play in the quality of life for young people and interestingly I find that there is some agreement to this amongst the people I meet through my work.

It seems to me that there is a profound need to get alongside young people of whatever background they may be and to assist them to question the current trends and look towards a third side of their nature - a spiritual context for their lives. Very little mention is made of compassion, care, integrity, humility, and - dare I mention a four letter word - love?

Yet I venture to suggest that there is an extremely strong element of the spiritual context in the use of the adventure based experience. Not just the outdoors but the sharing of something of oneself with something or somebody else.

I would however like to caution against the bungee jumping mentality of the instant fix approach. You know - run up the crane, tie on, throw yourself off - Wow! - you can do the challenge of a lifetime in thirty seconds. You have, of course, to be wearing all the right gear - boots, fleece, hat, etc!

This is being rather frivolous, of course, and I'm sure that any good development tutor could make a bungee jump into a profound experience but it does, I hope, illustrate that there is a need to put something of oneself into the *experience*. That word "experience" underpins this whole conference because it is the quality and relevance of the adventure experience and how it is used which goes such a long way to making the work successful for all concerned.

Agencies involved in Adventure-based activities/training

I have an unusual and privileged job, experiencing a great deal with opportunities to see practice and meet other funders, policy makers and young people.

What strikes me as important is the need for the different disciplines and professions to look more closely at their similarities and common approaches by networking. It's an attitude of mind as well as a concept. The Probation Officer, Social Worker, Teacher, Development Trainer, Prison Officer and Careers Officer, etc, all have some part to play in the picture.

And yet they have major difficulties and conflicts of interest, as individuals and services, in trying to work to a common aim - to prevent young people from becoming a burden on society and demeaning themselves and to help them reach their full potential and an acceptable behaviour to society at large.

I am continually struck by the lack of dialogue and understanding of the differing approaches and the lack of networking. Even within the one discipline there are hugely variable standards and methods.

I can remember the occasion when I encouraged a young lad from Sunderland to come away on an Outward Bound course for three weeks. As a young ex-offender he was attending on a purely voluntary basis as far as I was concerned and looking forward to an enjoyable time. He met various people in the course of the first day and as part of my follow-up with him, I dropped into the Outward Bound Centre to see how things were going.

He was most confused - several of the young men he was working with were attending as part of a probation order. Why was *he* there - it wasn't a form of punishment and he didn't like the idea of being associated with what he saw as a corrective course.

Funders of such work also invest in agencies for hugely differing reasons, depending on their point of view and criteria.

So it's no wonder that the media have a field day and the general public become more confused by the media hype. There is a rather confusing and variable array of attitudes to this so-called "adventure activity".

Competition between agencies for work, sometimes trying to become all things to all people, actually *does* do harm to the notion that young people derive benefit from such developmental opportunities.

The isolated outdoor or adventure centre often has large grounds and buildings to support and staff to occupy. Cultural concepts from across the Atlantic can be parachuted in to solve all the problems that exist for the young offender group and the urban based centre can attempt to replicate the major experience (without the correct equipment, resources and backup) in an amateurish way.

So you thought I was speaking in support of the work?

Well, again it seems to me that there are very experienced and committed people doing all sorts of work all over the country and achieving successes as well as experiencing failures. Each agency and project has its own thoughts on how best to work with young people drawn from certain circumstances. To achieve a truly qualitative result it seems to me reasonable to encourage a networking approach by all such agencies and between the professional groups so that they are all able to work alongside one another.

Each needs to have the understanding of how the other is seeking to create and develop the young individual.

This therefore implies a dynamic situation where young people have a number of options open to them with non-judgmental and facilitative mentors to allow them passage to a next phase in their lives. As any one of us would require in our lives, these need to be "real" outcomes which begin to make significant contributions to our life styles and quality of life.

The outdoors and outdoor adventure have a a potency and immensity of experience which does have a profound impact on the young person. I would, however, want to point out that theatre, live music, circus and environmental mediums are in many way as challenging and equally valid as methods of using an experiential process and adventure. But the link with the outdoors does have a particular dynamism which sets it aside from these others; maybe it is the closeness to nature and "the spiritual" which makes its mark.

I have been lucky enough to work alongside three different developments of a mobile outdoor resource: Mobex in Merseyside, Mobex in Tyneside and Scotquest in central Scotland. What strikes me as so viable and relevant to the debate today is that they epitomise the networking concept and flexible approach: not necessarily being the only agency involved with the young people but complementing the work of many other agencies. They seem to be able to act as the lubricating fluid between many different parts.

Scotquest is now also looking at using the creative and performing arts to complement its work. Their projects have been able to link urban and rural communities to the isolated outdoor centre experience and to network with a huge range of professional agencies who have a host of follow-on opportunities available.

And so to funders

The Rank Foundation has a long history of providing funding support for various capital items of outdoor plant and accessories. The odd ship has been built or part paid for. Refitting and re-rigging has been undertaken. Even toilet blocks have been christened by our Chairman! Residential buildings and technical equipment have been supplied in abundance. But of course, as we all know, the experience can only be as good as the people who use these buildings, ships and accessories.

Over the years we at Rank have seen a growing need to invest in the professional training of workers. We have tried to support the further training of trainers in Outdoor Projects. We have also recognised the need to find the indigenous worker, drawn from the community in which they live to help inspire and lead the young people in that community. We have used the YMCA George Williams College to develop distance-learning and training on the job for a whole host of practically based outdoor projects in centres and communities. We have also recognised the need for continuity of funding (5 years plus) and have now launched a new initiative called "Investing in Success" where we have gone back to projects and agencies to see if they can look to their future development over the next 5 years and deliver the same successes that they have already done with our funds in previous years. I think this approach of giving the voluntary sector monies up front to play ahead, is unique.

The Rank Foundation doesn't have a fixed policy - in fact the only thing written in tablets of stone is that nothing is written in tablets of stone! We do, however, have clear expectations of agencies working with young people. Management is a key issue as is monitoring and evaluation. We also expect that projects have a clear vision of what they hope to achieve and that dissemination to the broader field is integral to their policy.
The acronym that I could use to sum up the approach to our work is CLEATED:

Community
Leadership
Enterprise - not just in terms of industry, also enjoyment
Action
Training - outcomes for this
Education
Development

I would also like to add that the Foundation has an additional ingredient - heart - for added value!!

We work from a point of view of trust to begin with and the partnership is the better for it.

In saying all this, we do expect results, but this is in no way seen as dictating the way to address local needs. What a housing estate in Newcastle requires is different to that of a housing scheme in Easterhouse in Glasgow or Toxteth in Liverpool. Equally, the rural situation can be even more difficult to address.

We don't perceive young people as problems, nor do we see political short-termism as a method of addressing the real needs of young people at risk. All young people are exposed to risk and negative anti-social influences during their lives. Perhaps I should venture to say that prevention is better than cure. But what is happening to developmental work with the majority of young people? It's set to disappear. There's some food for thought - good business for the courts and prisons?

So where does this leave adventure-based interventions with youth at risk? Well, provided that litigation, scare-mongering and safety rules don't completely eradicate the elements of adventure, I see there being a healthy future for it. It rests with the practitioners, policy makers and funders, along with the legal system and statutory bodies to determine to what extent they are really in this game to see social justice and young people as the real winners.

Adventure-based work has a unique potency which can be utilised in so many excellent ways that it will always maintain a sharp flavour for challenging and stimulating youth of whatever generation. There are more eloquent writers and speakers than I, some of whom you have heard today already, who can speak about the practice and potential of the adventure process.

I know because I have *experienced* it, as a young person, as a tutor, and now as a funder. But I would not wish to see my perception of adventure-based work as the only way of doing things. I hope I'm able to look, listen and share all other views on process and outcomes. I have been privileged to be able to work alongside some superb young people (some drawn from the ranks of offenders), committed professional workers, understanding officials and, in recent years, some other Trusts who have a real feel for what is needed. The magistrates and probation officers I have contact with are clued into the challenge that faces them. I plead with the powers-that-be that they don't stifle the unique blend of adventure/experience and action which exists in the field and also hope that all of those involved recognise the need to see the common goal.
There also needs to be some form of established good working practice which draws on the experience and expertise of all those who impinge on adventure training and youth at risk.

If this conference can begin to further this collaboration between all interested parties then I feel that it has been worthwhile.

Leadership Competences for Outdoor Adventure: From Recreation to Therapy

MARTIN RINGER

Martin lectures on experiential group-work leadership at two universities in Perth, Western Australia, and runs workshops on groupwork, psychodrama and adventure therapy in Australia, New Zealand and North America. An outdoor adventure leader for over twenty years, his previous work included eight years in New Zealand where he was creator and Director of the Northland Wilderness Experience, an organisation that used outdoor adventure interventions with "at risk" young people and their families.

Introduction

I remember sitting at my desk in the middle of an empty office. I was the foundation director and (at that time) sole employee of a new adventure therapy organisation. My next task was to employ other staff. What were the *key* competences, attributes, skills, abilities ... that I was looking for? Nine years later, that question remains with me, and I believe with many other people. This paper is a summary of some of the issues involved in determining the competences required of leaders in outdoor adventure programmes, ranging from recreational programmes to adventure therapy programmes. Whilst the last ten years of my experience have been in the context of adventure therapy programmes, my previous experience includes running leadership training courses for teachers and recreational leaders.

People have been trying to define, describe, train for and assess leadership competences for outdoor adventure for many years and there is a huge body of literature on the topic, so I need first to narrow the focus for this presentation. The question that I will address is "What are the competences in the domain of *human interaction* that are required by adventure leaders?" I am excluding environmental concerns, many aspects of planning, marketing, programme management and a host of other equally important topics. My focus here is quite specifically on what competences an adventure leader needs so that she/he can run an adventure experience that is appropriate for and beneficial to the participants. A second qualifier to this paper is that I use the term "competency" in a different form to that applied by the British National Council for Vocational Qualifications and the Australian National Training Board. My choice of a conceptual framework based in part on Morenian (constructivist) role theory is explained more fully in the context of my discussion on outdoor adventure leadership roles (below).

There are a myriad of forms of outdoor adventure, so let's sort them into categories so that we can make some generalisations. What types of outdoor adventure programmes are there, and what do we call them? Michael Gass (1993f) has described five domains, as in Fig. 1.

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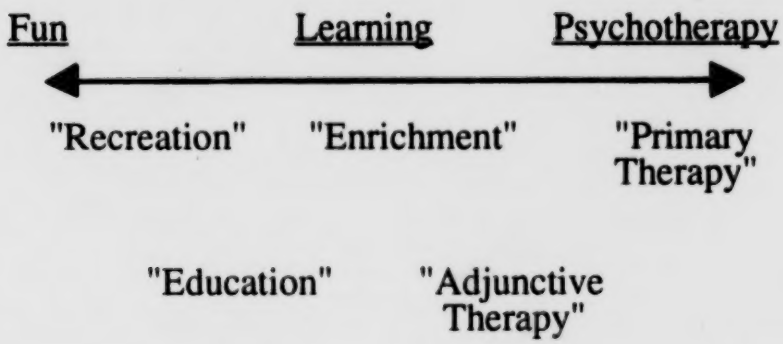

Figure 1. Forms of adventure experience
(Adapted from Gass, 1993)

Figure 1 shows fun as the primary goal of recreational outdoor adventure. Conversely, "primary [adventure] therapy" is a form of group psychotherapy. In between, "educational", "enrichment" and "adjunctive [adventure] therapy" experiences combine fun, learning and psychotherapy in varying degrees.

It seems to me that to be a skilled primary adventure therapist, a leader needs to have all of the competences required by a recreational leader plus specialist competences in therapy. So let's start with the concept of "foundation" competences, as required by recreational adventure leaders, then add the specialist competences required as we move to enrichment, then adjunctive therapy and finally to primary therapy. Figure 2 illustrates this.

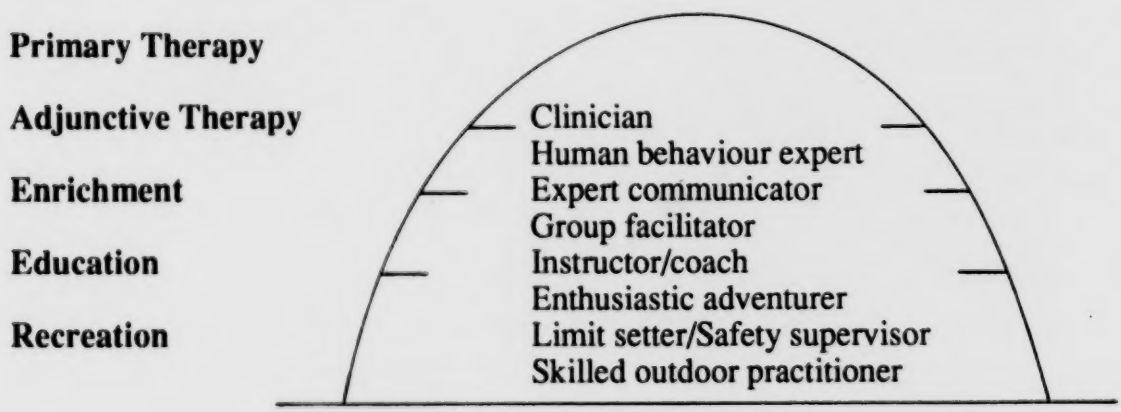

Figure 2. Outdoor leadership roles in relation to level of activity

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In Figure 2, related competences are grouped under one role name (eg the "skilled outdoor practitioner"). A role is a group of competences. Each competency in the same role is related to the others in that role, in that they share common elements in all of the five main domains that make up a role. These domains are thinking (cognition), feeling (affect), action, context and consequence (Williams, 1989). For example, the "skilled outdoor practitioner role includes the competences that are usually described as "hard skills". The thinking (cognition) element of the role includes technical knowledge of the activity being led. The feeling (affect) element is usually confidence in one's own competence and in the equipment - if that is appropriate at the time. Action in the role is the demonstration of technical competence in the activity.

The context is the adventure experience and setting, and the consequence is that participants experience the leader as being competent. Now, before moving on to a detailed description of the roles of the outdoor leader, let us briefly examine the relationship between my role analysis and the NCVQ framework.

Those of you who are familiar with the NCVQ standards in Britain or the NTB standards in Australia (Board, 1991) (ILB., 1992) may be concerned that the description of competency in this paper does not correspond with the NCVQ system. However, this paper is intended to supplement and enrich the rigorous treatment of competences produced by these national bodies, because the life gets drained out of the whole business of leadership when such absolute rigour is applied. We are primarily "Development trainers" and whilst NCVQ and NTB competency structure assist with the standardisation of skills training and assessment it has some major limitations in our arena (Doughty, 1993). Using the less rigorous language of "role" with its accompanying "feeling" component is intended to transcend those limitations and to encourage creativity, diversity and personal identification with the rich and exciting field of adventure leadership. Given this rider, let us then move to the role descriptions themselves.

The skilled outdoor practitioner

This role is the fundamental building block of adventure leadership. In simplistic terms, this is the "hard skills" role (although the term "technical outdoor activity skills" seems more appropriate). The schedule below comprises not the actual skills required in each activity, but "meta descriptions" of the skills. More detailed descriptions of these skills can be found in Doughty, 1993; Ewert, 1989; Green, 1990; Ogilvie, 1989; Priest, 1990; Priest, 1987; Raiola, 1990; Stehno, 1993; Stoll, 1990 and Tescher, 1990.

The role of the skilled outdoor practitioner is demonstrated when a leader:

- Performs the physical and technical tasks to a difficulty level that is at least one stage higher than the participants in the given context;
- Completes these physical tasks whilst under severe stress;
- Has sound knowledge of the capabilities of the equipment that is used in each activity;
- Choose equipment, venues and activities that are suitable for the participants;
- Runs activities that the participants find rewarding and that result in their moving towards achieving the goal of the group;

- Performs activities with "flow" that assists participants to have confidence in the leader;
- Is aware of own limits;
- Can explain own actions to participants;
- Runs activities in such a way that meets both the "task" and the "maintenance" needs of the group;
- Acts in ways that avoids pitfalls in activities;
- Has a thorough working knowledge of such pitfalls;
- Acts quickly and effectively in emergencies.

Before moving in, there is an important qualifier that needs to be applied to this and the following competency schedules. They are *not* intended as a prescription. They are provided as a focus for each reader's attention as that leader conducts his/her own inquiry into the most appropriate way for themselves and their trainees to be leaders in the adventure activities. The schedules are intended to inform you of the flavour of the role, not to give you an exhaustive list of the ingredients.

The skills required by the "skilled outdoor practitioner" are described at length in the outdoor literature. Let us turn our attention to less familiar zones (described as "process competences and meta competences [Doughty, 1993], beginning with a look at the interpersonal aspects of safety.

The limit setter/safety supervisor

Often safety is treated as though it is independent of other issues. In my opinion, safety and setting limits are inseparable. Responsible adults usually have a quite well developed sense of danger. They don't want to damage themselves, their leaders or their peers and so they tend to act carefully and responsibly in the face of danger. In contrast, some adolescents who participate in adventure therapy programmes are self-destructive, some want to hurt or maim their peers and some want to damage their leaders. Such extreme situations call for a very highly developed role of limit setter/safety supervisor. The second neglected aspect of safety is that many people fail to understand the importance of psychological safety. Even in recreation groups, some participants need protection from excessive shaming, fear and exposure of incompetence. As the average level of dysfunction of participants increases from recreation through to adjunctive therapy, so does the need for psychological safety.

The limit setter/safety supervisor is the role that is *informed by* judgment. Judgment alone is not enough, it needs to be acted on (Cain, 1990; Priest, 1990a; Rawson, 1990; Stich, 1993). The appropriate setting and management of limits is required to manage both physical and psychological risk, and to promote participant involvement (Ewert, 1989; Johnson, 1991; Whitaker, 1989).

The thinking/construct component of the role is the leader's formulation of the principles of safety as applied to the immediate setting. The feeling/affect component is associated with an acute attention being paid to the leader's own confidence level, misgivings and intuition about the immediate situation. Behaviours associated with the role are all related to gathering information and to establishing and maintaining limits. The context is the adventure therapy setting and the main consequences of enacting the role successfully is that participants experience themselves in an environment that is adventurous but not a source of misadventure.

To achieve this, the leader:

- Describes the limits of physical and psychological safety to the group. Describes reasons where appropriate;
- Negotiates with the group to set some of the limits;
- Reminds participants of the limits when they are or may be transgressed;
- Notices own misgivings and acts on them;
- Trusts own judgment;
- Enforces limits quickly where serious danger is present;
- Reviews the effectiveness of the limits from time to time;
- Redefines limits when the context changes;
- Communicates effectively with other practitioners about safety issues;
- Has knowledge of safety limits that are defined by professional practitioners and regulatory authorities;
- Has knowledge of laws regarding safety, injury and liability.

Again, these examples do not adequately define the role, but they at least give a "taster". Yet each of you will have had an experience with an outdoor leader, a teacher, a lecturer or some significant figure in your lives who is deadly boring and uninspiring yet has all of the technical skills and knowledge required to do the job at hand and all of the safety and limit setting behaviours. Again, with few exceptions (Potas, 1990), modern outdoor leadership literature deals poorly with the essential but somewhat elusive aspect of leadership that provides aliveness. Curiously enough, whilst the now outmoded "attribution" theories of leadership did name the need for inspiration, there is no room for "aliveness" in modern competency based descriptions of leadership (Doughty, 1993). So let us dare to be different, and examine the role of the "experienced enthusiastic adventurer".

Experienced enthusiastic adventurer

The leader's own enthusiasm for adventure is a core requirement for success. Why? Because there must be congruence between the sense of self and "professional identity" of the practitioner, and the form of activity being led by that practitioner. An outdoor recreation leader who is taking a group on a hike because s/he thinks it will be good for, or enjoyable for, the participants, but who has no personal passion for the activity, will not provide the conditions for a quality experience (Hunt, 1989). Additionally, effective educational experiences are best facilitated by persons who have "faith" in themselves and the processes they are using (Freeman, 1992; Neville, 1989). In enrichment and therapy programmes, leaders must be visionary and inspired with a personal knowing of the activities that they are leading (Schoel, 1988). This energy transcends the negativity that is so prevalent in groups of "dysfunctional" participants.

The construct/thinking component of the experienced enthusiastic adventurer consists mainly of a personal knowing or the potential value of adventure experience. The feeling/ affect component is a sense of joy and wonder at the capacity of the natural world to provide such precious opportunities. The action component is one of joining in the world of the participants and leading them with stories and modelling towards their own internally motivated drive to experience adventure first hand. The context is the adventure group or the group of potential participants in an adventure experience and the consequence is that participants and potential participants grow in enthusiasm for taking part in an outdoor adventure.

This role of experienced enthusiastic adventurer is demonstrated when the leader:

- Describes adventure activities to others with life and enthusiasm;
- Acts with flow and confidence while performing adventure activities;
- Has memories of many adventure experiences;
- Acts in accordance with having learned from being in a wide range of adventure situations, some enjoyable and some not so enjoyable;
- Demonstrates a willingness to engage in further adventure activities;
- Has experienced the benefit of adventure activities to self;
- Believes in the potential value to others of adventure activities;
- Tells stories of own adventures and listens with interest to others' stories;
- Motivates others by building a picture so others can imagine themselves doing the activity. (Passes on information and links with prospective participants).

At this point we have a leader who can do the required activity, can provide adequate physical and psychological safety and can foster inspiration and aliveness in a group. In some cases this is enough, but without developing the skills of the group members, the action remains totally dependent on the leader doing all of the technical activities. This can be disempowering for participants and in some cases such as canoeing, where participants must learn skills, another leadership role is called for.

Instructor/Coach/Educator/Trainer

Writers on outdoor leadership are in accord that leaders need also to be instructors, coaches and teachers (Doughty, 1993; Phipps, 1990; Priest, 1989; Priest, 1987; Raiola, 1990; Rawson, 1990). One of the key sources of satisfaction for participants in most outdoor adventure activities is a sense of transcending personal limitations. This is done by learning skills for an activity, applying them, experiencing some success and then "internalising" the success or successfully attributing the success to their own (and the group's) actions (O'Brien, 1990). Successful learning of an activity skills depends on the leader having adequate instructional and coaching skills, hence the need for the role of the instructor/educator/trainer. In enrichment and therapy programmes the teaching/ learning process in itself can be a core part of the therapeutic process, but participants' behaviours can make the instructional task quite difficult. Thus, all of the domains of outdoor leadership require varying degrees of development of the instructional role.

The construct/thinking component of the instructor/coach consists of a knowledge of teaching and learning theory as well as a set of values that favours experiential learning. The feeling/affect component is a sense of curiosity at how each participant learns, and a sense of excitement as each participant grows in competence. The action component is one of identifying the needs of the participants and responding in the moment to each participant. The context is the adventure group where learning is required or taking place, and the consequence is that participants experience their competence growing as they interact with the leader and their learning tasks.

The instructor/coach/educator/trainer role is present when the leader:

- Has a thorough knowledge of the steps required to successfully complete an activity;
- Communicates the steps required in language and actions that match the experience, ability and fear level of the participants;
- Engages the interest and attention of participants;
- Proceeds with the learning task at a pace that allows successful learning for participants;
- Makes use of the instructional capabilities of group members;
- "Teaches" successfully by a number of methods: didactic, demonstration, coaching, discovery learning, games, and experiential learning;
- Matches the teaching/learning method(s) with the situation;
- Presents the learning experience so that it is integrated with other aspects of the programme. That is, the learning experience has meaning to participants;
- Performs "tasks" and "maintenance" functions with the group during the learning experience;
- Presents only information that is interesting, useful or relevant to participants at the time;

- Has practical and theoretical knowledge that is at least one level beyond that currently being taught;
- Observes and acts on information about own role state and the state of the group.

The leader who has all four of the above roles well developed is in a position to lead most well motivated recreational groups with a reasonable degree of success. However, if the purpose of the group is educational or enrichment, or if the group members are reluctant participants, two more roles are required. They are the "group facilitator" and the "expert communicator/relator". These two roles are examined next.

Group facilitator

Adequate management of all but self-motivated recreation groups requires a working knowledge of group process and an ability to use these principles to assist the group in achieving its purpose (Whitaker, 1989). In particular, facilitation assists the development of group cohesion, motivation, resilience and the transfer of learning from the adventure activity to the participants' everyday life (Gass, 1993d; Kerr, 1987; Priest, 1993; Raiola, 1986; Rawson, 1990). Leaders who cross the boundary between education and therapy need even more sophisticated group facilitation skills and knowledge.

As the level of difficulty of the group increases, so does the required level of sophistication of the facilitator's competences (Corey, 1985; Gass, 1993f; Gerstein, 199#; Handley, 1992; McPhee, 1993; Nadler, 1993; O'Brien, 1990; Smith, 1993).

No attempt is made in the following schedule of role descriptors to differentiate the depth to which facilitation competences are required for different groups. Clarity on this issue can be gained from an examination of the last two roles in this schedule: the "human behaviour expert" and the "clinician".

The construct/thinking component of the group facilitator includes a knowledge of self and a knowledge of group process as well as a valuing of the potential of the group to create positive experiences. The feeling/affect components include confidence in one's own competence and ability to nurture self and others in the context of a group. The action component is one speaking, moving and directing one's attention in a way that enables the group to move towards its goal. The context is the adventure group itself, and the consequence is that participants experience the group moving towards its goal.

The generalised role of the "group facilitator" is present when the leader:

- Has basic knowledge of group work theory;
- Manages self in times of stress and duress;
- Creates a group environment of mutual interdependence with clear boundaries;
- Constantly acts in ways that assist the group to reach its goal;
- Encourages group members to build their own skills;
- Coaches group members in appropriate ways to behave in groups;

- Behaves in accordance with the group context, stage of group development, group purpose, etc.
- Models behaviour that is appropriate for participants;
- Provides variety and freshness in the facilitation process;
- Encourages balanced participation from group members;
- Establishes and maintains limits in the group to promote psychological safety and a participative working environment;
- Promotes fun and enjoyment in the group;
- Responds to participants in ways that promote the development of useful ways of being in their everyday world;
- Plans activities that are likely to set the scene for growth promoting action and interaction;
- Intervenes when participants act in ways that seem to lead to development or behaviours or reinforcement of behaviours in participants that are not useful;
- Acts in ways that are compatible with the ethnicity, gender and culture of participants;
- Maintains a constant watch on own emotional and intuitive responses as well as words and actions, and checks for interference from own unresolved issues;
- Maintains curiosity in the moment about the whole group process;
- Observes participants functioning and compares observations with known frameworks for human behaviour, then develops action plans.

All of these competences relate to the group-as-a-whole. Yet many of the exchanges between leader and participant in adventure experiences occur on a one-to-one basis (Chase, 1990). One-to-one communication competences are described under the role of the expert communicator.

Expert communicator/relator

Similar to the facilitator competences named above, quite unsophisticated communication techniques suffice for leaders of well motivated recreation groups, but as the level of difficulty of group rises, so does the need for competence in communicating on a one-to-one basis. The continuum of one-to-one communication ranges from conversation, through interviewing, counselling and on to therapy (Ivey, 1987). Generic research on outdoor leadership competences identified the need for basic interpersonal skills (Phipps, 1986; Priest, 1987; Raiola, 1992) and more specialised interpersonal skills are prescribed by writers on adventure therapy and psychotherapy. The competences required in the arena of adventure therapy are included in the role of the clinician.

The construct/thinking component of the expert communicator role consists mainly of an understanding of self and a knowledge of models of human interaction. The feeling/ affect component is one of pleasure in being able to express and maintain one's own needs at the same time as meeting the needs of the other. The action component is one of joining in the world of the participant, enabling the participant to express his/her concerns whilst the leader also conveys important facts and feelings. The context is the one-to-one relationship in the overall setting of the adventure group and the consequence is that the participant who is involved in the one-to-one conversation experiences her/himself as being treated with respect and dignity.

The role of the expert communicator/relator is manifested when the leader:

- Establishes empathy with participant;
- States own needs clearly and appropriately;
- Reflects back participant's thinking and feeling and meaning of verbal and non-verbal communication;
- Uses physical space in ways that are appropriate to the participants, the leader and the setting;
- Deals with conflict in ways that lead to task completion and maintenance of the relationship where possible or termination of the relationship with minimum trauma;
- Manages own disturbance and distress;
- Discloses own thinking and feeling in ways that are helpful to the relationship, the participant and self;
- Varies style to match the participants, setting and context;
- Acts as model for constructive interpersonal behaviour to participants.

The group facilitator and the expert communicator/relator are roles that need to be at least partly developed in many outdoor leaders, but the last two in this series are specialist therapeutic roles. Of these, the "human behaviour expert" provides a storehouse of knowledge about the psychological make-up of group members and the "clinician" comprises the specialist competences that are required to enter the area of adventure therapy.

Specialist roles for adventure therapists

Whilst much has been written on the competences required by outdoor leaders, few authors have adequately addressed the particular competences required by specialist outdoor leaders who apply clinical therapeutic processes to their outdoor adventure work. A detailed analysis of the reasons for and consequences of this relative lack of written material is presented in the appendix to this paper.

In summary, adventure therapy occurs in a very diverse context. A diverse range of professionals staff such programmes, using an equally diverse set of underpinning theories models and therapeutic orientations; categories of client range from psychopath to sexual abuse victim; programme goals vary widely; funding sources dictate different approaches and programme goals; the type of activity carried out as vehicle for therapy varies widely; and finally, programmes range from "stand alone" short term interventions to highly integrated long term community based.

Such a diverse context makes the task of describing leadership competences for adventure therapists a daunting task. In short, it is not possible to be global or prescriptive. Each adventure therapist must respond appropriately to the organisational, societal, professional, situational etc context in which they find themselves. Nonetheless, the author has distilled descriptions of therapeutic competences that may assist the reader to organise her/his own perceptions to a greater degree, from his own experience, interviews, literature searches, seminars, conferences and intuition.

Adventure therapists need competences that enable them to operate with groups comprised mainly of difficult or challenging members and in ways that maximise the therapeutic potential of the adventure activities. These additional competences must be able to be applied in one-to-one situations and in group settings.

These additional competences have been grouped under a role named the "clinician" and the "human behaviour expert". These roles are comprised of the competences that differentiate an adventure therapist from a recreational or educational outdoor leader. Whilst few authors have made this distinction, some emphasised the need for adventure therapists to have particular skills such as diagnostic skills (Cline, 1993), analytical ability, writing skills, and familiarity with basic psychotherapy (Kimball, 1993b), advanced clinical skills and group therapy (Roland, 1993), psychological "first aid" (Smith, 1993). Jaclyn Gerstein concluded from her Ed.D research project that "adventure based counsellors" should have at least the 22 group counselling skills listed by Corey (1985).

Thus, practitioners, writers and researchers in adventure counselling and therapy indicate the need for skills additional to conventional outdoor leadership skills. But first, a caution:

No one practitioner in an adventure therapy programme could be expected to demonstrate all of the competences listed above and below. Each programme will employ a staff with a range of skills, abilities, knowledge and attributes so that the required roles are distributed throughout the programme staff.

Human behaviour expert

This role enables the adventure leader to articulate the mental models (Senge, 1992) that underlie his or her leadership actions and to communicate with others to develop effective collaboratively-led activities. Whilst many of us claim to operate "intuitively", closer examination inevitably draws out implicit or explicit models and theories that enable us to make meaning of our experience (Bateson, 1972; Freeman, 1993). Furthermore, the capacity to name and reflect on our own ways of constructing meaning is essential for our own learning (Doughty, 1993).

The construct/thinking component of the human behaviour expert role consists mainly of a knowledge of models of self, human development, human psychopathology and "normal" human personality. The feeling/affect component is one of curiosity about and interest in the "human condition" and means of working constructively in the adventure setting. The action component is one of engaging with others in the world of ideas about what you are doing with your clients, why you are doing it and how it all fits or doesn't fit with theories and models of human behaviour. The context is the adventure therapy programme; conversations with other practitioners and professionals and the consequence is that yourself and others involved in the programme develop your professionalism and effectiveness.

The human behaviour expert:

- Has basic knowledge of a range of theories of human behaviour and personality that enables the leader to recognise behaviours that are outside the normal;
- Can apply basic knowledge of human relationships in ways that lead to individual participants and the group as a whole meeting its needs;
- Is able to learn new models that are used in the particular organisational context in which the leader is working;
- Can reflect on the participants' behaviour and can usually make sense of it in terms of a model of human behaviour;
- Can converse about own work with other persons who have a basic knowledge of human behaviour;
- Often observes and reflects on own behaviour and can discuss own behaviour using basic models of human behaviour;
- Sees human behaviour as a systems phenomenon and not simply the result of cause and effect;
- Maintains curiosity and spirit of inquiry even when times are difficult;
- Integrates theoretical knowledge with own functioning;
- Is able to articulate some of own underlying assumptions, values and "mental models".

Yet knowledge of and application of the principles of human behaviour are not enough in adventure therapy. The therapist must also be able to implement a strategic therapeutic programme that is suited to the current client group. Hence the need for the clinician role.

The clinician

Clinical competences are usually associated with a particular school of psychotherapy (Zeig, 1990), but in the case of this paper, a detailed breakdown of clinical competences on a "school by school" basis is not warranted. Hence, competences listed here are intended to be "meta" (of a higher logical type) to the competences required by any one school of psychotherapy. The schedule is derived in part from other authors in the field of psychotherapy: (Bateson, 1972; Bloch, 1985; Freeman, 1993; Glasser, 1965; Ivey, 1987; Kipper, 1986; Mahoney, 1991; Mears, 1992; O'Brien, 1990; Ross, 1991; Williams, 1989; Williams, 1991; Yalom, 1985; Zeig, 1990).

However, adventure therapy also calls for a set of competences that are not required in "sitting and talking" forms of therapy. These competences are identified by authors on adventure therapy and action-related forms of therapy: (Bacon, 1993; Bandoroff, 1992; Berman, 1989; Bunting, 1991; Cline, 1993; Farrager, 1993; Feeney, 1989; Fiedeldey, 1991; Gass, 1993b; Gass, 1993c; Gass, 1993g; Gerstein, 1992b; Handley, 1992; Henley, 1989; Hopkins, 1985; Kimball, 1993a; Kimball, 1993b; Nadler, 1993; Simmonds, 1991; Smith, 1993; Tippet, 1993; Wichmann, 1993).

Clearly the number and range of possible therapeutic competences demonstrated by an adventure therapist is huge. In producing the schedule below, no attempt was made to be exhaustive. Nonetheless, the following competences are intended to be representative of a skilled adventure therapist.

The construct/thinking component of the clinician role consists mainly of a knowledge of ways of applying the models of human personality (from the human behaviour expert role) to the practice of adventure therapy. The feeling/affect component is a respectful excitement about the potential for one's own actions and the adventure activity to transform the lives of clients (accompanied by humility about the limited influence that we can have!). The action component is one of putting into place activities, talk sessions and various forms of interaction that are the "guts" of adventure therapy. The context is varied widely and includes all parts of the adventure therapy programme. Every interaction that the client has with any part of an adventure therapy programme can be important, from the first pre-entry interview to asking the administrator for more string to intensive action-packed outdoor adventure experiences. Finally, the consequence of enacting the role is that participants find themselves changing in ways that enhance their chances of leading satisfying and socially acceptable lifestyles in the future.

Such a person:

- Has sound knowledge of at least one model of "normal" human development and the consequences of developmental arrests;
- Has a sound working knowledge of at least one model of psychotherapy;
- Is aware of the major forms of "mental illness" and how to recognise them;
- Can continue to function adequately in the presence of extreme forms of acting out, such as violence, rage and psychotic episodes;
- Can assess the level of functioning of participants (in terms of at least one theory of personality) by observing them in action;

- Can develop action plans for participants (based on assessment) to provide them with opportunities for development. Such action plans are based on strategic application of activities and are designed to match the participant's developmental needs;
- Can assess participants' progress in terms of therapeutic goals;
- Reviews revised therapeutic goals in the light of new information;
- Regularly assesses the efficacy of own functioning;
- Can communicate effectively with clients (including clients' significant others), other non-clinical staff and programme management about the adventure therapy processes that are being implemented.

Summary/conclusion

The leadership competences required of staff in adventure programmes vary widely and there is no one prescription that covers all possibilities. The competences required in each programme are very much contextual. Programmes range in purpose from recreational to strategic therapy. Each programme exists in a different environment, has different goals, makes use of different processes and activities. Each programme has different underlying assumptions, theoretical frameworks and epistemologies. Each programme utilises different mixes of professional staff. Nonetheless, in the context of Western society there are some common elements in our social construction of the **range** of what is desirable in outdoor leadership. The author has attempted (albeit by looking through the lens of his own epistemology) to distil the patterns from these clusters of competences and to present them in the form of a role map. No one leader can be expected to demonstrate all of the competences listed, even though the list is not exhaustive. Such a role cluster is presented as the competences that would be distributed throughout the whole programme staff.

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Final note

The author would welcome comments on the model presented above.

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Appendix: A discussion of the origin adventure therapy roles

There are two ways in which general outdoor leadership literature and training programmes fall short of meeting the needs of adventure therapists who work with "difficult" clients or clients who are partaking in strategic therapy in the context of an outdoor programme. Firstly, many outdoor leadership writers and educators are not equipped to write about or instruct in the specialised therapeutic skills required (Phipps, 1990) and secondly, few writers in the mainstream of outdoor leadership have an adequate understanding of the special needs of the client populations served by adventure therapy programmes. Furthermore, much of the literature to date has been written about processes, skills and techniques but not directly about leadership competences. Even Mike Gass' seminal work on adventure therapy (Gass, 1993a) does not include a chapter on leadership competences for adventure therapists.

There are a number of sound reasons for this shortage of domain specific literature and cultural wisdom. Amongst them is the fact that adventure therapy is not a well established or homogeneous field (Gillis, 1993). In different countries it has different flavours and there is not accord on where adventure therapy fits with other professions and disciplines. In America many would put it as a subset of group psychotherapy and counselling. In New Zealand there is an increasing movement towards programmes that cater specifically for Maori youth and hence could be seen as cultural interventions rather than therapeutic programmes. In Australia few people would know what the phrase "adventure therapy" meant yet there are a number of excellent outdoor based therapeutic programmes (Sveen, 1993). In the UK adventure therapy appears to have sprung both from adventure education and from programmes for adjudicated youth (Barrett, 1992; Barrett, 1993).

Nonetheless, in this paper I write as if "Adventure Therapy" exists as a single recognised field. I have amalgamated Zeig's definition of psychotherapy (Zeig, 1990, p 14) with Gass' principles of adventure therapy (Gass, 1993e) to arrive at a broad based definition. In the context of this paper, adventure therapy is taken to be

a class of group based change oriented experiential learning processes that occur in the context of a contractual, empowering and empathic professional relationship. Its rationale explicitly or implicitly focuses on the personality and behaviour of clients, the strategic application of adventure activities to engender personal change in clients, or both. Durable change in multiple aspects of clients' lives is sought. The processes involved are idiosyncratic and determined by a complex set of interrelated factors such as the interaction between clients, the adventure therapists, the environment, the activities carried out and the social environment that provides a context for the programme.

The decision to write as if adventure therapy exists as a recognised field is based more on expediency than on my belief in the truth of the premise. Yet given that language creates reality (Bateson, 1972), this decision is not trivial and it foreshadows the need for practitioners to develop a shared language to describe the skills, knowledge and attributes required to perform their work (Cline, 1993; Roland, 1993). This paper is intended as a contribution to that effort.

As yet few have dared to say "This is adventure therapy", although Mike Gass' book (Gass, 1993a) *Adventure Therapy* does provide a significant start. Furthermore, few authors have attempted to define the field and outline the competences required by adventure therapists. There are many reasons for the absence of a definitive work and these are examined below. First, though, it is necessary to describe the context for the genesis of this paper and the models that are implicit and explicit in the paper itself.

Psychotherapy or experiential learning? The author's position

No author can be truly value free (Bateson, 1972; Zeig, 1900) and most naturalistic researchers require as a prerequisite for validity of the research that the author articulate his/her underlying epistemology. This paper is in effect a research report. The author, through the selective application of his attention and interest has distilled a (hopefully) coherent set of concepts and principles. He has discarded hundreds of possible references in the field of adventure therapy and included others from "outside" the field. What principles have guided his eyes and his hand? In the following brief section the author describes his current underlying assumptions about adventure therapy and the context in which it occurs. It is my belief that:

- Adventure therapy is a socially constructed artefact of Western society and is a special field that finds its place at the meeting point of adventure education and psychotherapy (Gillis, 1993);

- The goals of the various forms of therapy and personal development are many and varied and are largely determined by the context in which the clients and programme exist. There are no universally desirable therapeutic goals (Freeman, 1993).

- Adventure therapy is a form of experiential learning (Gass, 1993e).

- The techniques developed by most schools of psychotherapy can be gainfully applied in adventure therapy; each in particular circumstances (Zeig, 1990).

- Human beings exist in a complex social and environmental system, so that simplistic cause/effect principles and the techniques based on positivistic principles are seldom applicable to human behaviour (Bateson, 1972; Bateson, 1988). (In short, the author favours systemic approached);

- The levels of arousal involved in many adventure therapy programmes, combined with the level of dysfunction displayed by many participants call for the knowledge and skills of persons trained to deal with extreme forms of "acting out" behaviours. (In psychodynamic terms it could be said that many participants in adventure therapy programmes display developmental deficits such that trained psychotherapists are needed to assess and/or work with some of these clients). (Cline, 1993; Smith, 1993; Tippet, 1993).

Lastly, the author is an educator/trainer/consultant who specialises in small group process. He is neither a psychologist nor a psychotherapist.

These are the lenses that magnify and sharpen some aspects of the author's world and the frames that prevent him from seeing more. With this particular vision, let us now continue with a summary of the context that has made it difficult for writers to define competences for adventure therapists.

Difficulties in identifying competences for adventure therapists

Within the existing field of adventure therapy, there is a multiplicity of professions, epistemologies, techniques, activities, programme structures, catchment populations and funding milieu. Practitioners need to be able to match language and frameworks of funding agencies, evaluators, clients, referral agents, critics, umbrella organisations and in some cases different members of staff from a wide range of professions.

Hence, the very diversity in adventure therapy programmes means that each practitioner must by necessity have a different set of competences from the next. More specifically, the diversity in adventure therapy can be seen as:

- **multiple professional contexts**: programmes and practitioners operate in four main contexts: education, psychotherapy, criminology/rehabilitation and occupational therapy (Therapeutic Recreation);

- **multiple underpinning therapeutic frameworks and epistemologies**: These include psychodynamic, humanistic and experiential, behavioural, cognitive, philosophically oriented, eclectic and integrative, family and systemic as well as hypnotherapy and Ericsonian (Zeig, 1990);

- **the range of therapeutic orientations** is as vast as the range of underlying epistemologies. Some examples of therapeutic orientations include: Neuro linguistic programming (Bandler, 1975), Reality therapy (Glasser, 1965), Psychodrama and clinical role play (Blatner, 1988; Kipper, 1986; Williams, 1989; Willis, 1991), Gestalt (Perls, 1969), Rational-emotive therapy (Ellis, 1987), Therapeutic metaphor (Gass, 1993c) and Brief therapy (Bacon, 1993).

- **diverse client bases, presenting problems and selection criteria**. Gerstein (1992a) noted over 12 different "populations" (eg corrections, youth at risk) from which clients may be drawn. For example, "Youth-at-risk, psychiatric inpatient, juvenile corrections, addictions, sexual victims and perpetrators, etc (p3).

- **diverse and sometimes multiple funding sources**. The main arenas from which funding is derived for programmes are: government, profit and charity. An additional complexity is added by the multiplicity of "tags" that accompany funding. Some examples are juvenile justice, mental health, physical health, rehabilitation and education. Each funding source influences the shape of the programme, the programme goals and the language used to describe the programme.

- **a wide range of activities carried out as a context for therapeutic activities**. For example, Gerstein's questionnaire (Gerstein, 1992a) included 10 suggestions: Group initiatives, residential camp, rappelling, canoeing/rafting, ropes courses, backpacking, biking, wilderness trips, rock climbing and service projects. Many other activities are used in adventure therapy programmes.

- **a wide range of interrelationships with other programmes**. For example, some adventure therapy programmes exist as the primary intervention for their clients whilst some are adjunctive to say, psychiatric or social work programmes (Gass, 1993f; Handlye, 1993 (September));

- **a variety of programme structures**. Two factors in programme structure are staff utilisation and longitudinal design. Staff utilisation varies because some programmes employ mental health professionals such as family therapists, clinical psychologists or psychiatrists to do intensive individual or group work with clients whereas some expect the adventure therapist also to be a trained psychotherapist.

Longitudinal design varies in the degree to which programmes do their own preliminary work (advertising, recruitment, selection and induction) and the degree to which they do their own follow-up treatment, and evaluation. Additionally, some programmes involve parents or "significant others" or even citizens from their local communities (Henley, 1989; O'Brien, 1990) whereas some work almost in isolation.

Summary

Adventure therapy is a term that at this stage can be said to provide a focus point for a diverse class of activities, setting, client groups, epistemologies, professional interests and goals. As yet no definitive set of leadership competences has been identified as appropriate for adventure therapists across the board and whilst such diversity remains, there is no possibility of a definitive set of competences being identified and agreed upon by those involved.

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Issues in Evaluation

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Keith is Professor of Criminology and Head of the Social Policy and Professional Studies Department of the University of Hull. He is also Director of the University's Centre for Criminology and Criminal Justice. He and colleagues have recently completed an evaluation of a four-year collaborative project between the Sail Training Association and Humberside Probation Service.

I should make it clear at the outset that I shall be approaching this topic today as an academic criminologist, and not as a practitioner - or as a politician! I was invited to participate in this weekend conference because of my involvement, with colleagues at Hull University, in an evaluation of Humberside Probation Service's Sail Training Project, which has been sponsored by the Rank Foundation for the last 4 years. I shall be drawing upon some of the practical and theoretical problems experienced in our evaluation of this project to identify a number of issues and lessons that might have wider application for the evaluation of other similar outdoor pursuits projects for young offenders.

The present context and political climate, for criminologists and criminal justice practitioners, is one of competing views and questions being raised about "What works?" with offenders - whether those who are in prison or those for whom alternative community measures are being used, in an attempt to divert them from a continued career of offending. In this climate it is more than ever important to be able to show conclusively that innovative outdoor pursuits and adventure programmes provide a better, cheaper and more effective method of dealing with offenders than custodial or other non-custodial alternatives. To those who ask "Why should we be bothered with evaluation?" - the answers are not only about basic professional concerns to demonstrate the outcome of your work, however much you are personally convinced of its value, but perhaps more importantly to provide hard evidence for the public, for politicians and potential funders of the crime reduction effects of such projects.

Humberside Sail Training Project

In 1989, the Rank Foundation agreed to fund up to 40 places a year for 3 years on Sail Training Association (STA) voyages for probation clients in Humberside, aged 17-25 years. The voyages last 14 days, on the schooners Malcolm Miller and Sir Winston Churchill, and are usually across the North Sea or round the coast of Britain. The project was aimed at the more serious offenders, at risk of custodial sentences. Although the underlying "treatment theory" or rationale of the scheme was never fully articulated, it revolved around the notion of the personal benefits to be derived by young adult offenders from a challenging physical experience, providing enhanced self-esteem, self-knowledge, and self-discipline.

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In the event, for a variety of reasons (including the Prison Service's unwillingness to allow temporary release from Young Offender Institutions to enable trainees to undertake voyages which would involve visiting foreign ports) the number of referrals to the scheme was lower than anticipated, so that even after the Rank Foundation agreed to extend the scheme for a fourth year, a total of only 60 offenders went on the STA voyages between October 1989 and November 1993. [Note: Of the 140 referrals to the scheme in the four years, only 11 were rejected outright; but of the rest who were selected, over half withdrew or were withdrawn by their supervising probation officers before taking up their places on a voyage.]

There were several elements in the evaluation, which was originally intended to be based upon analyses of:

- reconviction rates for up to 2 years after completion of the voyage;
- changes in the offenders' self-perceptions, etc, by use of an adapted "problem checklist" to be administered before the voyage, and then 2 months and 12 months after its completion;
- reports from the Captain or Watch Officer;
- clients' self-evaluation of the benefits derived from the voyage.

In order for meaningful conclusions to be able to be drawn from the reconviction statistics and from the results of the problem check-lists, it was important to identify a *control group* of probation clients who matched those who went on the voyages in as many relevant factors as possible, eg age, offence, previous convictions, length of supervision order and so on. The main aim of the evaluation was thus to see whether, or to what extent, the voyage experience resulted in a reduced level of reoffending when compared to a control group of similar young adult offenders on probation in Humberside. In addition, it was intended to see whether participation in the STA scheme had any significant effect upon offenders' attitudes and self-perceptions (as measured by the problem check-list), to see how they coped with the demands of the voyage itself, as reflected in the reports of the captain, and to monitor their own views and those of their supervising probation officers about what they might have gained from the experience.

Reconvictions. The initial results of the reconviction data analysis were as follows:

- out of the 16 voyagers in Year 1, 7 (44 per cent) had further court appearances resulting in convictions in the 12 months after the voyage, although usually only one such appearance;
- out of the 16 probation clients in the Year 1 control group, 6 (38 per cent) had further court appearances, averaging two each;
- in Year 2, out of 9 voyagers for whom a control client had been identified, 4 (44 per cent) had further convictions - normally just one court appearance;
- whereas 5 (56 per cent) of the control group had further court appearances, averaging 2 each.

Thus, in the first two years of the STA project, for which relatively complete control group information was available, there was little significant or systematic difference in the proportions who reoffended, although the control group clients tended to reoffend rather more frequently in the 12 month period.

In Year 3 of the project, as a decision had been taken by the Probation Service to discontinue the use of a control group for the purpose of the administration of the check-list, no clients were identified for the purposes of reconviction data. However, police statistics showed that of the 17 clients who went on Sail Training voyagers, 7 (41 per cent) were reconvicted - which was a very similar proportion as in the first two years.

It seems clear, therefore, that approximately 4 out of 10 of those who went on the voyages were reconvicted in the 12 months after the voyage - but this was a similar rate of reoffending as that found among matched probation clients, although the latter tended to average rather more court appearances than the voyagers.

Problem check-list. The administration of the problem check-list, to monitor any changes in clients' attitudes and self-perceptions, was dogged by administrative and other difficulties almost from the start. In the first year, all those who went on STA voyages completed a check-list before the voyage, but only 56 per cent completed a check-list 2 months after the voyage, with just 2 out of the 16 voyagers completing the 12 month check-list. In the second year (when the administration of the project ran into particular problems following the departure of a key worker at Probation Service Headquarters) only half the voyagers completed the first check-list, prior to going on the voyage.

In the light of the practical difficulties encountered in achieving a satisfactory check-list completion rate, and particularly because of the difficulties and obstacles surrounding the completion of check-lists by control clients, which led to a decision to discontinue the control group check-list, it was decided that little of real value was likely to emerge from such a diluted exercise as remained, so that the check-lists were not completed in the third and fourth years of the project, thereby depriving the evaluation of potentially valuable data to put alongside the rather equivocal results of the reconviction data analysis.

However, to assess the potential value of this evaluation instrument we carried out an analysis of 4 matched pairs of voyagers and control clients from Year 1 for whom we had a pre-voyage and a 2-month post-voyage check-list. From this analysis there were some indications that the Sail Training experience helped some of the young adult offenders to become more aware of their own behaviour, particularly in relation to discipline. There was also some indication that they found it easier to mix with people after the voyage although, perhaps paradoxically, some of them were also more conscious of their identities as offenders. On a further positive note, all of the clients after the voyage *disagreed* with the statement that they were dull or uninteresting compared to half who had *agreed* with that before the voyage. None of the control group felt that they were dull or uninteresting before or after the voyage! Perhaps rather surprisingly, there was relatively little change in the clients' self-confidence after the voyage - indeed, the two who did not feel confident prior to the voyage also did not afterwards. Three of the four voyagers agreed more strongly in the post-voyage check-list that they liked responsibilities, although one client gave a more negative response.

The results of this analysis of checklists are difficult to interpret in view of the small numbers involved. However, the fact that the results do reveal certain positive changes suggests that the systematic use of this sort of checklist might be of value in future evaluations. Whilst there is some evidence from these findings that the voyages may be "character building", there are also hints that for some offenders the experience may bring to light some of their limitations (eg ability to "stick at things") in a way that might decrease their self-confidence or damage their self-image if not properly handled by supervisors.

Some of the practical problems surrounding the administration of the check-lists were symptomatic of the evaluation not really being fully "owned" by the Probation Service as a whole or integrated into the ongoing supervision of those who had been on a voyage. Few officers appreciated the relevance of the check-list aspect of the evaluation exercise - and certainly not for those identified as controls. The eventual abandonment of the control group for check-list purposes also had the unintended consequence of reducing the value of the reconviction data for the third and fourth years. As a result, we had to rely much more upon the captains' reports and the clients' own self-evaluations after the voyage. However, these instruments are both rather more subjective, and provide no yard-stick for proper comparisons.

Captains' reports. Captains' reports (from the Watch Officer or Ship's Master) were available for 90 per cent of those who went on the voyages in all four years. These reports covered: general attitude; work efficiency; initiative; reliability; social relationships with other crew members; working relationships; behaviour under pressure; need for supervision; and attitude to supervision. We scored the reports on each factor (usually using a 4-point scale) from poor (1) to excellent (4). The vast majority of voyagers scored very well - with 85 per cent averaging in the top half of the scale. 5 voyagers were invited back in the following year, to assist as crew members or Watch leaders. Only 8 young offenders scored below half, of whom 5 were sent home before the end of the voyage, for disruptive behaviour, and one for excessive drunkenness. Clearly, therefore, on the evidence of these captains' reports, the application and achievement of the offenders whilst on the voyage was generally very good indeed.

Post-voyage client self-evaluations. Despite the constant efforts and reminders from the scheme's administrators just 30 (50 per cent) of the voyagers completed the post-voyage self-evaluations - ranging from 70 per cent in the first year and 60 per cent in the fourth year to only 20 per cent in the second year.

However, apart from those who were sent home, all but one of the clients felt that they had gained something positive from the voyage. Among the most common responses to the open ended questions were that the voyage:

- enabled them to make new friends and work as a member of a team;
- increased their self-confidence;
- provided them with opportunities to travel abroad;
- gave them a chance to learn new skills.

The vast majority also commented on the *demands* that the voyage had made upon them. Most felt that it had changed them (for the good) in some way or other, eg self-confidence, ability to relate to others. There is little doubt that from the clients' point of view, the voyages had generally been a great success. This in itself is perhaps a considerable achievement - whatever the longer term effects may or may not be upon their criminal careers, personal development or working lives.

Probation Officers' survey. As a final element in the evaluation we decided to send a questionnaire to a sample of 15 probation officers, from 7 different field teams across Humberside, who had referred one or more of their clients to the STA project during its 4-year duration. There was a good response rate of 80 per cent - indicating the high level of commitment and enthusiasm for the scheme on the part of those who had used it more than many of their colleagues.

The majority of the officers surveyed felt that the scheme had been very worthwhile for their clients - although they recognised the internal administrative problems that had led to its not being used as much as it could, and in their view should, have been. When asked what they thought were the main aims and values of the Sail Training scheme they said things like:

- to broaden the horizons
- enhance self-respect and self-confidence
- to recognise the claims of other people
- to provide discipline, and push them to new limits.

Interestingly, perhaps, there was no specific mention of the aim or likelihood of reducing reoffending.

This brief sketch of some of the findings and issues arising in the course of a small-scale evaluation of a single scheme in the North of England illustrates some of the problems, pitfalls and pay-offs of trying to evaluate the impact of outdoor pursuits activities. I want to conclude by trying to broaden the consideration of evaluation of such schemes and to suggest a number of questions to bear in mind when embarking upon such evaluation.

Process and pitfalls of evaluation

No evaluation is possible unless that which is being evaluated has clear *aims and objectives*. Therefore, a crucial first step for any project is to set out its agreed aims. In the context of adventure based activities, a key dimension here is to distinguish those aims which focus on the *individual level* and those which are directed at the *system level*.

For example, *individual* level aims, in schemes that work at least in part with young *offenders* or those *at risk* of offending, would include the reduction of reoffending or prevention of initial offending, and also perhaps personal development objectives (even if there is no clear evidence of an association with crime reduction).

System level objectives in such schemes might include diversion from custody, and the provision of more positive/humane and/or cheaper alternatives to custody or traditional community treatment measures.

Evaluation must then be linked as closely as possible to an assessment and measurement of the extent to which the declared project aims have been achieved. A key element in this exercise - and one that often creates problems of implementation - is the selection of an adequate *control group* of those who are very similar in all relevant respects to those selected for the scheme but for whom conventional methods are used. A control group is essential if the evaluation is going to be able to make comparative statements, at either the individual or system level. To show the apparent "effects" of a project in isolation is difficult and to some extent literally meaningless unless there is a systematic way of knowing or at least making an informed judgment of *what might have happened* to the person (or the system) without the project's intervention.

Another important distinction to make in the context of evaluation is that between *outcome* and *process* evaluation.

For many purposes, and many audiences, the primary or exclusive interest is in the evaluation of outcomes. Reviews of such evaluations in the field of criminal justice, sentencing and the effectiveness of penal measures in the 1970s - first in the United States and then in the UK - were very pessimistic, suggesting that "Nothing works". Subsequent research and "evaluations of evaluations"(!) has served to modify the overwhelmingly negative messages coming from these first surveys, but it has to be said that the evidence for the crime-reduction outcome of outdoor pursuits and adventure based projects is very limited indeed, at this stage. Moreover, it is often very difficult to interpret the apparently negative research findings, partly because they have not included any parallel evaluation of the *processes* involved, which might go some way towards explaining the reasons for apparent failures of projects to achieve the desired results.

Another recognised element in criminological evaluation studies is what has been termed the "interaction" effect, whereby positive effects of a scheme on some offenders may be cancelled out, and thereby "masked", by comparable negative effects on others in the scheme.

A more fundamental possibility that might explain the relative failure (if such it be) of outdoor pursuits and adventure based schemes in significantly reducing offending is that they are based on underlying (and usually implicit rather than explicit) theories of offending behaviour of an individualistic kind that are no longer supported by wider criminological research. Arguably the main trends in criminological theory in the last 10 to 15 years have emphasised the important role of the immediate environment in which young people grow up and the situational contexts and opportunities within which crime is likely to thrive. In other words, there is no longer the unchallenged faith in the ability of inner change to affect the behaviour and resist the challenges posed by the environment, and its social and economic pressures. Even if adventure based experiential learning has great power to change a person's attitudes and behaviour, it has increasingly to compete against a world of almost irresistible pressures to join in deviant and delinquent activities in pursuit of individual or collective goals or satisfactions.

Finally, among the other lessons for the successful introduction and evaluation of innovative schemes for offenders that emerge from our experience in Humberside, is the need to recognise that new schemes have to be "owned" by the service or professions that have to deliver - from the senior managers down to the grass-roots practitioners and project administrators. The management of innovation requires *commitment* and *resources* of both people and money to have any real chance of succeeding. There has to be shared ownership and agreement on aims and objectives - including, hopefully, a recognition of the need to monitor and evaluate the work that is being done.

Evaluation and communication

Who or what is evaluation for?

It is to provide evidence to persuade other professional workers and politicians at local and central levels that the work you do is effective. It is to persuade potential funders that such schemes are worth investing their money in, for the future of young people and the communities of which they are a part. It is to give the workers confirmation of the value of what they are doing, not just at the level of faith and "gut feeling" but with objective evidence of achievements.

Changing people's behaviour is a complex matter - particularly young people whose early life experiences have often been damaging and traumatic. Crime and delinquency are a product both of the individual and his or her current environment, with its powerful social, economic and personal influences. An apparent failure to show the crime reduction effects of schemes should not always be accepted at face value, as there are many factors that can affect the methodology and thereby the results. The hope for the future lies in harnessing a shared faith in the value of what is being done to the difficult but vital task of evaluation to persuade others of this value.

PART TWO

Key-Note Speeches

Gloucester Youth Action Scheme

SUE ROBERTSON

Sue is the Scheme Co-ordinator for the Gloucester Youth Action Scheme, a project co-funded by the Department of Education and Gloucestershire Youth Service.

Thank you for the opportunity of presenting what I feel is a new and exciting way of working with young people at risk.

This project arises from a successful bid by the Youth and Community Service in Gloucestershire made to the Department of Education Youth Action Scheme in 1993. The Scheme works with young people aged 13-17 at risk of drifting into crime and focuses on two principal urban conurbations, Gloucester and Cheltenham.

Both Cheltenham and Gloucester City consists of an established core of housing estates of pre- and post-war developments, plus suburban 1960s provision. These estates have limited recreational facilities and high unemployment and housing benefit rates - not the image usually associated with the area.

The project built on good partnership between the Youth Service and other agencies which already existed, such as schools, youth justice, probation, crime reduction steering group, young single homeless forum, Gloucester Council for Voluntary Youth Organisations, and the Home Tutors' Group.

The objectives of the scheme are:-

- To make contact and establish relationships with young people aged 13-17 at risk of drifting into crime;
- To provide appropriate experiences, support and learning environments to facilitate personal development and change;
- To ensure transferability and sustainability of new knowledge in the home environment.

The way we seek to achieve these is through running residential outdoor educational experiences. My role is as co-ordinator of the scheme.

The format of the project has recently changed so I will briefly outline the original structure and the reasons for change. The Youth Service already had two established detached Youth Work teams - in Gloucester and Cheltenham, and the workers were involved in the project as they were already working with the client group to some extent. Two residential workers were employed to deliver outdoor education and group work.

Young people were targeted directly or referred from other agencies, particularly schools - using a form called a participant pen portrait proforma (Fig. 1).

Gloucester Youth Action Scheme, Parry Hall Y & C Centre, Parry Road,
Gloucester, GL1 4RZ Tel: 0452 521984

Fig. 1

Participant Pen Portrait Proforma

Name _____ Course Dates _____

Age _____ School/Project _____

Please use the grid to describe the participant

	1	2	3	4	5	6	7	8	9	
Works alone										Team Worker
Lacking confidence										Confident
Gives up easily										Determined
Unsure										Decision (sure)
Inconsiderate										Considerate of others
Disorganised										Organised
Inflexible to change										Adaptable to change
Not responsible										Responsible
Ignores others opinions										Accepts others opinions
Poor communicator										Communicates well
Reluctant to participate										Willing to participate

Please also comment briefly on the following:-

Behaviour
Relationships with - Peers - Adults
Strengths/Potential
Medical comments
Other issues to be addressed
Why are you referring this individual?

Staff name _____ Signed _____

Residentials took place in the Youth Service's centres in the Forest of Dean and our Water Sports Centre near Cirencester. The residential workers were qualified in climbing, mountain leading, canoeing, sailing and windsurfing. Activities were used as part of the programme of developmental group work - caving, climbing, abseiling, problem solving in the outdoors, orienteering, mountain bikes, sailing, raft building, and night exercises.

One of the main aims of the residentials was to get the young people to co-operate together to achieve something and to try different roles. Many of them felt an enormous sense of achievement. Group work sessions were used to relate what happened - for instance while out caving - to what happens in other situations at home. The Residential aimed to give the young people some new hard skills and soft ones of valuing others, patience, assertiveness etc. Personal development profiles with tutor, peer and self-assessment and action plans were produced by the young people.

Following the Residential, detached workers did follow up work with the young people to help them to sustain the skills acquired on the Residentials and fulfil their action plans.

Young people's progress through the scheme was monitored and recordings made of follow-up work done by workers. Youth justice monitored offending behaviour before and after the scheme. Monitoring showed that all our courses contained young people already known to the court system. Out of 139 young people up to January, 60 were known to the courts. Eleven have offended again and 3 have offended who were not known before. We need a control group to compare this to see if it means anything but so far this is a positive outcome.

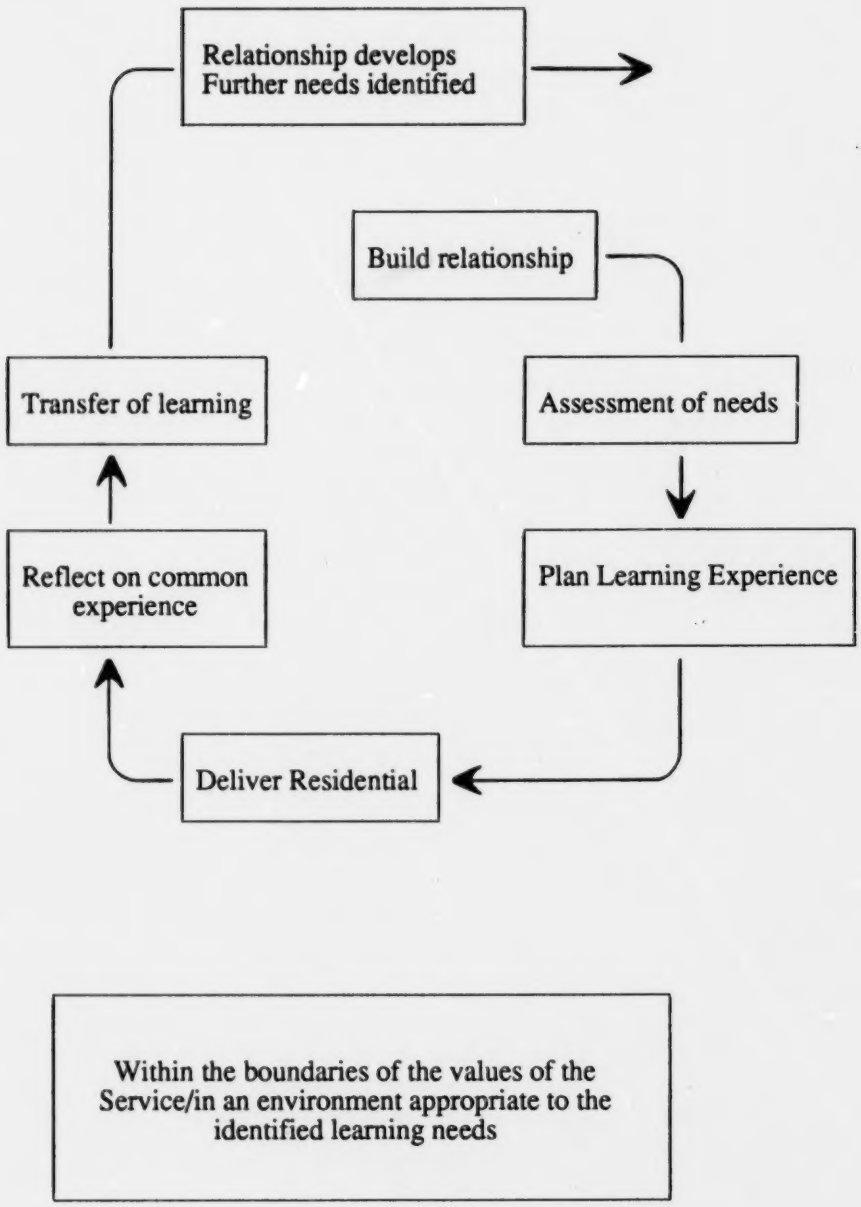
One of the problems that arose in our first year was the compartmentalisation of the scheme in the way young people experienced being referred from worker to worker. Also due to the pressure of filling 20 courses in the year, many referrals were school groups who were not adequately prepared for the residential; the residential workers usually met them for a brief preparatory session and had limited information about them on which to work. Sometimes information about relationships within the group, eg about bullies and victims, was not given. The quality of the outdoor education delivered was very high but it was felt that this experience could be best built upon if a worker could be with the young person through the whole process.

The restructured scheme is now for a co-ordinator plus one residential worker. The preparation work will be done by the detached worker and the residential worker who both will then work with the young people on the residential. I will outline this process and then give details of the follow-up. (Fig. 2).

Initially the target young people will be contacted by detached Youth Workers, full/part-time. Young people who are referred by other agencies will also be met with by the detached workers; we anticipate that most groups will be identified by the detached workers as they meet young people on the streets but contact will be made with the school. Permission for the young person to go on the scheme is sought from the school and parents. The scheme is entirely voluntary for the young person and its aims and objectives are properly explained to them. Courses are usually mixed but we have run one girls-only course and are planning two this year - we feel single sex work with girls with female workers is often appropriate.

Fig. 2

SCHEMES LEARNING CYCLE


Relationship develops
Further needs identified
Build relationship
Transfer of learning
Assessment of needs
Reflect on common experience
Plan Learning Experience
Deliver Residential
Within the boundaries of the values of the Service/in an environment appropriate to the identified learning needs

The needs of the young people will then be assessed in terms of the scheme; self-esteem, decision-making skills and communication skills are likely to be apparent. The workers also assess the present behaviour of the group - are they on the verge of offending, playing with drugs, being excluded from school, etc? What attitudes and behaviour needs to be challenged? - using the learning cycles as shown. This knowledge of the group will then be used to design a residential programme.

The Residential will be run on a developmental group work model beginning with consensus decision-making, using exercises to help young people talk about themselves, trust exercises - aiming to get the group to a stage where they make a contract to trust and support each other. Relating this back to their home experiences, throughout the four days a combination of group exercises and outdoor activities plus arts work will be used to help the young people begin to change what they recognise needs change - at the end of the residential the young people will take home a personal development profile of self, peer and tutor assessments and an action plan. The residential worker will record all work done during the Residential.

The detached worker continues to work with them for about two months. Follow-up work is done by full- and part-time detached youth workers, usually in evening sessions but sometimes in school time by arrangement. We try to ensure gender balance in our staffing and always ensure a female worker is available to work with the girls during and after the residential.

Work has ranged from in-depth counselling of individuals to opportunities being offered to join the local caving club. One particular group has spent time on Trax - a project for bike scrambling. Another group has been rock climbing and caving to build on their skills following experiences on the Residential. The follow-up work is based in the community and may involve the whole group who have been on the Residential or part of it at any one time plus peers.

Follow-up Residentials will be used where felt necessary for the group's development. Recordings are used to see how young people's attitude and behaviour changes over time. These recordings are discussed with Line Managers during supervision of workers.

Good relationships exist with the local schools and other agencies although there are issues about confidentiality which we are currently exploring with Youth Justice.

In outlining the scheme, I have tried to show how it meets the themes of this conference of targeting, progression, demonstrating change and community integration. Key for us are transferability and sustainability. Young people acquiring skills in outdoor activity situations which are useful in their home environment and which they can use in the future, and learning how to be assertive rather than aggressive is one example.

Work with Girls and Young Women at Risk

ABIGAIL BAKER-GRAHAM

Abi works for Leeds Youth Service and is responsible for supporting five youth projects, developing groupwork, and initiating new projects and events. She also works part-time as an instructor at a Children's Centre providing activity holidays for disadvantaged children in Leeds.

The purpose of this paper is to discuss the use of Outdoor Education Activities with girls and young women deemed as being "at risk" and to determine what, if any, advantages there may be from this as a positive mode of intervention. For the purpose of clarity the term young women will be used throughout to mean girls and young women aged 13-16. The term "at risk", for the purpose of this paper, shall refer to risks as identified by relevant agencies, ie schools, police, Education Welfare - those risks including risk of offending, non-attendance at school, solvent and/or drug abuse. In order to demonstrate the effectiveness of Outdoor Education Activities I intend to draw on my experience of work in this area specifically with young women, although some of the arguments may be transferable to work with mixed gender groups. Under each heading I shall illustrate my arguments with reference to my own experiences. This paper is a personal interpretation of work I have been involved with and does not necessarily represent the opinion of the local authority for whom I work.

As a committed user of Outdoor Education Activities with young people for five years, I have worked with a wide range of individuals and groups in terms of abilities, age and motivation. I intend to focus on my experience with one group of young women in order to illustrate how Outdoor Activities may be effectively used to positive ends.

Why Segregate Gender Groups?

When deciding to opt for single sex groups it is crucial to examine your own motivation for this. If your personal aims for work with young women or indeed young men, are not clear, it will be difficult to justify your decisions to the group and outside agencies. I hope to explain my motivation for this work through this paper.

The majority of young women with whom I have worked in the 13-16 age group appear to have internalised a "secondary citizen" complex, ie assumed roles of inferior ability and worth, which is neither deliberate nor, in most cases, recognised. It is evident, however, when gender groups are mixed, stereotypical roles are adopted - the young women are loathed to look "silly" in front of the boys and are more comfortable playing a supportive and nurturing role. When segregated, young women no longer have the established roles to conform to. As stereotypes are explored the young women may well feel uncomfortable as they search for either a new self-imposed role within the group or for their actual selves. Within this context young women are given space to lose inhibitions and historically acquired feminine roles.

Abigail Baker-Graham, 6a Bainbridge Road, Leeds L36 3AD

This can be disorientating as it is probably their first experience of a women-only space. It should be remembered that girls often develop their identify as a woman not through individual endeavours to grow but through their relationships with men and boys. As well as an opportunity to try whatever activities are planned the young women are given the opportunity to relate to other women without the pressures associated with mixed gender groups, ie as boys may try to appear macho, young women may feel they have to appear attractive to the boys. This can often be difficult when they have a harness and helmet on ready for a climbing session!

A single gender group provides scope for work - whatever the chosen mode of work - which is not available within a mixed gender group. Issues particular to young women, eg issues concerned with relationships, can be addressed within a safe environment but more importantly, young women will have the opportunity for discovery and remotivation, free of the barriers imposed by mixed gender groups.

Staffing

I would argue for women workers to facilitate girls' groups - with respect to Outdoor Activities this offers more than just a total women-only space as will be discussed further in this paper. There may be, however, the argument for positive male role models to be introduced by including male workers within the group and in fact resources may determine the staffing as opposed to preferences.

Types of "At Riskness"

I would argue that many young women are both in a disadvantaged group and are at risk. The risks are many and varied but can include being at risk of underachieving, have low self-esteem and not discovering their full potential, perhaps as a result of sexual, emotional and physical abuse. All these are increased by lack of opportunity. A woman-only space can provide unique positive opportunities to remedy this.

The specific risks recognised by the school, Education Welfare and myself, in association with the group under consideration, include solvent abuse, non-attendance at school and petty crime.

The Group

The group of young women used to illustrate my arguments are ten 14/15-year-olds. They have been targeted as being in need of assertiveness skills by a teacher at their school. Some are victims of bullying and are subsequently not attending school. Some are involved with substance abuse and petty crime. Outdoor activities are new to them all.

Why Outdoor Education Activities?

I refer to Outdoor Education Activities in preference to Outdoor Pursuits as I believe the primary focus must be with the learning and not the activity. The "pursuit" is not the acquisition of the skills related to the activity but instead the personal development acquired through participation in the activity, ie it's not getting to the top that is important but what you learn on the way up!

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The activities included in my work are climbing and abseiling, canoeing, sailing, caving, mountain biking, fell-walking, in addition to initiative and group challenges.

All are activities which I enjoy, something I believe to be crucial to successful facilitation of groups in such activities. Such activities can provide experiences and potential for learning difficult to find in other activities.

The outdoors has traditionally been male dominated, with young people visualising commando exercises on Dartmoor or conquests of poles and great peaks! Women have gradually become involved and many are now widely recognised as professionals and experts in their own right. The recognition often brings with it amazement that women could actually achieve in this arena. As Dr Johnson said, on women speaking in public: "They are like a dog standing on its hind legs. One is not so much surprised they do it well as that they do it at all"!! Along with women succeeding in the Outdoors come positive role models - believable, real and inspiring.

As a women participating and leading groups in outdoor activities there seems to be more pressure on proven leadership skills than with men.

Mixed or separate gender groups have asked me where the "leader" is, or if I am with a male colleague, assume he is the qualified instructor and prefer to take their lead from him. The mostly unspoken hesitancies of groups in seeing a women in a non-traditional role is an issue which should be addressed - such prejudice may be at the root of wrongly assumed roles and abilities of both sexes. Although this sounds negative, this scenario does provide a very good opportunity for role-altering and for assumptions to be challenged. Once a group sees a confident and competent woman leading a potentially hazardous activity and recognises that she is their lead and example, they are forced to question any preconceived images they may have brought, perhaps subconsciously, with them and are faced with a tangible conflict of roles and abilities.

Outdoor activities therefore offer the opportunity for young women to participate in a male dominated arena. If a group of young women is led by a woman there is a unique chance to combine exciting activities within a safe sisterhood environment. This combination can, and often does encourage mutual support, admiration and camaraderie which may be difficult to develop as spontaneously through more usual types of girls' work.

Progression

The commitment of the group must be considered before the group forms. This may well vary from the actual life span of the group. I have been involved with groups of varying length from one-off taster days to long-term projects of 12 months. When considering a programme of activities I would be looking at a minimum commitment of ten two-hour sessions. If a group has a significant potential life span, the quality of work achievable is increased. One-off taster days have their place when working with groups but for significant learning to be achieved I would advocate for more substantial group programmes. Ideally I would see a programme working towards and beyond a residential experience. Knowledge of the life of a group enables the facilitator to target the best work for the time when the group is at its optimum achievement level.

Evaluation

The progression of a group can only be measured by effective and continuous evaluation which in turn can only be achieved by aims and learning outcomes being negotiated. I demonstrate this to groups by explaining if they don't know where they want to go, they won't know if or when they've arrived. This is important if we want young people to make sense of their experience and thus become empowered.

If achievable and realistic goals are negotiated either individually or collectively then failure should be an unlikely outcome. A positive progression for individuals and the group is crucial if potential is to be realised.

The Project

Like many projects, the group I am working with at the moment is subject to LEA funding and reviewed every 12 weeks. This makes long-term planning very difficult. Leeds LEA does however seem to be committed to work with young women and so I tend to (perhaps naively) assume the continuation of funding and plan accordingly. I have an area responsibility for Outdoor Activities with young women, and as such it is accepted that when I work with Groups the programme will include such activities.

The group under consideration was targeted through negotiation with the local high school, the Education Welfare Officers responsible for that area and myself. A week of activity days were then arranged to enable the group to get to know me, try out new activities on a fun level and start to establish ground rules and future activities and programmes. At this point the group is in the "forming" stage of its life. This multi-activity programme enabled the group to engage in activities at a low skill level, enabling them all to achieve from the outset on a visible level. Fun and success is, I believe, the crux of a viable effective group. The learning and development should be perceived as an almost accidental byproduct in these early days.

The hidden agenda of the facilitator should be something that is structured in the facilitator's mind and brought to the forefront at opportune moments - in so doing the group may be introduced to concepts such as goal setting, and negotiating of aims/learning outcomes. If this is done in a non-threatening and non-directive environment, the group will be more ready to accept and be involved with the ideas.

For example, whilst climbing, the group were involved in the ultimate trust exercise in that they were dependent on my ability in setting up a climb, and each other when they were involved with belaying. This trust is more readily transferred, I have found, by young women than boys. After such an experience, young women seem able to embrace this new-found comradeship based in trust and shared experience. The astute facilitator can and should ensure opportunities for evaluating and building on such tangible experiences are not missed.

Demonstrating Change

Positive change with individuals is difficult to quantify and as such, claims of this nature are often questioned. Negative change (eg re-offending or continuing non-attendance at school) are quantifiable and instantly recognised and usually shouted out! Personal development, increased self-esteem and assertion are all qualities which can be ignored, unnoticed or mis-attributed. In order to recognise development the use and monitoring of aims, goal setting and evaluation must be used.

As was noted earlier in this paper, levels of skill and improved confidence in specific activities are easy to recognise. What should be emphasised and expanded on are the unseen changes which go hand in hand with the visible. For example, young women achieving a climb (if this was their aim) will undoubtedly feel an increase of self-esteem and confidence which can be transferred to other areas of life. Young women tend to be more supportive and less critical of each other in Outdoor Activity situations and this is an area to promote and expand on during evaluation. If young women feel safe in a women-only situation they will feel safe to express emotions which they would perhaps hide in a mixed group - or not put themselves in a position where those emotions may be raised. For example, one young women whilst caving became very anxious and started crying. Most of the rest of the group shared her anxiety and through empathy and mutual support were able to come positively through the experience (and did go on to do more caving!) In mixed groups when similar situations have occurred I have noticed the young women within the group showing concern and the boys being almost embarrassed by the emotion (possibly mirroring their own fears).

The use of aims/learning outcomes/evaluation are crucial to the demonstration of positive change within individuals. Aims which are negotiated and seen to be achieved and learning outcomes which are recognised by participants can be effectively re-directed to reinforce position behaviour outside of the group. These aims therefore should be carefully considered prior to commitment to them. It is of little use to set initial aims such as "I want to be able to stand up to bullies at school" or "I want to stop sniffing glue". Goals or aims such as "I want to try something new - I want to complete this activity" will ensure success. These aims can then be renegotiated and developed and ultimately lead to achievement of significant life-changing aims.

Community Integration

Where can this work really lead? After a successful project the positive outcomes achieved should be transferable to other areas of life and subsequently the community.

For example the young women I am working with have an ultimate aim of being rehabilitated into school and to enjoy being there. Apart from my involvement there must be consistent positive reinforcement and support from the school/parents and other agencies (EWO/police). I have been fortunate in gaining the support and involvement of parents and the school for this and other projects I am involved with. The police in Leeds have introduced Youth Service Officers, one of which is involved with a group of boys who I work with weekly. His involvement has been a positive and enlightening experience for all parties. The school I work with and the EWOs are all very supportive of my work and involvement which is half the battle. Local community support is an integral part of the success of a group. If members of a group see that there is a multi agency network wanting them to succeed, there is a greater incentive for this to happen.

Conclusion

In conclusion I would argue strongly for the relevance of Outdoor Education Activities as a positive mode of working with young people at risk. Such experiences can provide immense opportunities for personal development and positive outcomes which can be successfully transferred to potentially negative aspects of life. The success of such skill transfer relies heavily on the skill of the group facilitator both in leading groups and effectively evaluating these experiences. For young women an additional benefit may be gained from being within an all-women space. Assumed negative and secondary roles can be challenged and replaced with positive and assertive modes of behaviour, which

does have a positive impact on other areas of life. The chance to reassert their perspective and direction can be offered through a sensitive and constructive approach to young women participating in Outdoor Education Activity programmes.

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Outward Bound Access Team
Wirral Drugs Project

NIGEL GREGORY

After graduating from Brighton Polytechnic in 1986, Nigel spent two years travelling and working with Operation Raleigh (now Raleigh International). From 1989-91 he worked with Outward Bound's Brighton Outreach Project. He set up and ran Outward Bound's Wirral Drugs Project during 1992-93 and now manages the Outward Bound Access Team working across Merseyside with youth at risk and young people with disabilities.

Wirral Health Authority Drug Unit

The Wirral Health Authority opened a Drug Unit in Birkenhead in response to an overwhelming local need. This unit has an ever-growing client group currently standing at 800.

The Unit's team offer a range of services to clients including:

HIV - AIDS Prevention Work
Harm - Reduction Work
Outreach Work
Counselling
Methadone/Drugs Treatment.

Previously clients had to travel to Widnes, Chester or Liverpool for treatment and assistance.

The Unit's Client Group

Recent studies by the Liverpool University Regional Research have outlined the nature of the drug problem on the Wirral. The number of users stands at 4,000-5,000 people between the ages of 14-35.

The main drug in use is heroin which is addictive and expensive.

It is not wise to generalise but a typical lifestyle for a habitual heroin user is one of an unemployed male or female, average age around 21-24, who lives either with his/her family or in low standard Council accommodation.

The average day revolves around obtaining the drug and then purchasing and using it. It is a full-time occupation and perceived as "exciting".

Nigel Gregory, Outward Bound Access Team, Roscoe House, 62 Roscoe Street, Liverpool L1 9DW Tel: 051 707 0202

Treatment and Assistance Provided by the Unit

Through Outreach work and information distribution, clients come into contact with the service. This may be to (a) obtain clean equipment and condoms and receive medical check-ups, etc; (b) to receive a methadone maintenance or reduction programme (this means taking a heroin substitute prescribed free of charge). The aim behind this is to stabilise clients' lives and enable them to move on from the drug taking culture. The main aims of the service fit well into the personal development field and encourage clients to look at safe drug use, healthy lifestyles, HIV and AIDS prevention as well as community safety through crime reduction.

Outward Bound and the Wirral Health Authority

A common result of being prescribed methadone is that it obviates the full-time life style of many drug users. Time becomes empty and there is a great temptation to return to previous ways.

As part of a therapeutic programme for clients, Outward Bound can play an extremely useful role in facilitating change and empowering its participants. By using standard Outward Bound activities and themes in a variety of settings we aim to contribute significantly to the personal development of clients who themselves have recognised the need for change. This is a very important area of work which could have far-reaching implications in terms of the nature of future work with drug users.

Outward Bound carried out a research/pilot project with Wirral Drugs Unit during 1992-93 and is now looking to present a coherent structure for its work with clients of the Wirral Drugs Service.

Rationale

Aiming to be both responsive and developmental, a programme has been put together which will enable clients to gain interest in the project, to pick it up or leave it without affecting other parts of a development process.

There would be increasing responsibility on the part of the client in progressing through the programme framework demonstrated through attendance, motivation and support for other group members.

Three day taster sessions would introduce clients to the Outward Bound programme and feed into either the drop-in sessions or the 6-week programme. They would also be useful in increasing access to the project and making it a wider community based resource. These would take place every six weeks.

Drop-in sessions aim to allow an interested client to maintain enthusiasm for the project while waiting for a 6-week programme to start. Alternatively, they allow a less committed individual to experience what the project has to offer without disrupting the closed group developmental experience of a 6-week programme.

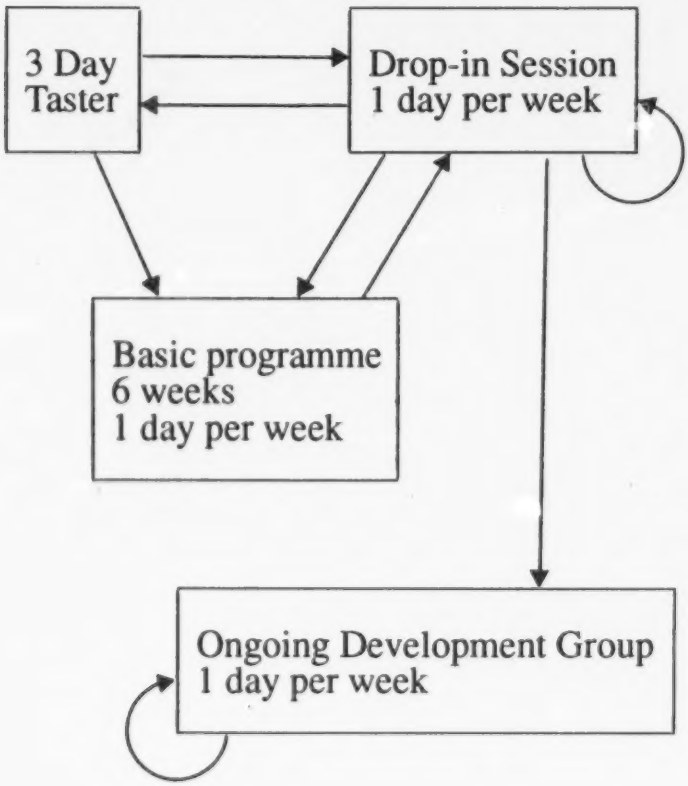
The standard programme of 6 weeks' duration will offer a planned series of adventure activities aimed at an identified group. It is intended that this group would start and finish the programme together, enabling a degree of personal and social development to enter the course.

Consistent with the aims of Outward Bound City Challenge we would seek to incorporate more intensive elements of personal development within the ongoing group, to ensure its success as a client-led initiative. This would lead to extended outdoor experiences including Residentials and overnight trips and expeditions.

This holistic approach to client provision is intended to relate to client needs, reflecting both the chaotic lifestyles of some and the desire to progress of others.

Fig. 1

OUTWARD BOUND WIRRAL DRUG PROJECT



Monitoring and Evaluation

A monitoring and evaluation package will be established in the near future to fully access the work of the Project.

Appendix

Outward Bound Drugs Project - Summary of Programme

1. *3-Day Taster Week.* Held every 8 weeks.

   Aims - To introduce Drug Service clients to Outward Bound and feed into other Outward Bound Programmes.

   Objectives - Provide safe non-committal environments in which clients can learn about existing Outward Bound alternatives and have fun.

   Activities - Climbing - Abseiling Ravine Crossing
   River Crossing
   Canoe Session

2. *Regular 1-Day Drop-in Service*

   Aims - To provide Responsive Point of Request Service

   Objectives - To ensure interested clients can take part in activities without significant delay

   - To maintain client interest in project prior to joining a Programme

   Activities - As appropriate - more likely locally held shorter adventure activities

3. *Basic 6-week Programme*

   Aims -
   Personal
   - Raise self-esteem
   - Realise self worth
   - Tackle new skills

   Social
   - Meeting new people in novel situations
   - Learning how to function in a team situation and to support other group members

   Leisure
   - Alternative and fun experience in new environments

   Objectives
   - To provide 6 weeks of adventure activities
   - To provide a closed group experience
   - To enable personal development within the scope of the activities
   - To encourage participants to take part in the ongoing development group

   Activities - Climbing, Abseiling, Canoeing, Gorge Walk, Hill Walking

4. *On-going "Development" Group*

Aims -	To facilitate the personal and social development of its group members and provide a basis for extended outdoor experiences.
Objectives -	To Provide a series of personal development activities on an ongoing basis at a more intensive level
	To enable skill development
	To enable group development through overnight/ residential experience
Activities -	Adventure Activities/Outward Bound personal development activities

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Sahara Expeditions -
A vehicle for change in the inner cities

ALISDAIR KENNEDY

Alisdair teaches at Shorefields Community School in Toxteth. Since 1970 he has been organising Sahara expeditions with present and past pupils of the school. His book, The Expedition Experience, a study of the impact of these adventures on the young people taking part, was published in 1993 by Adventure Education.

Shorefields is the community school for the Toxteth area of Liverpool, and as such it has to cope with the effects of economic and social decline in an inner city. Indicators such as unemployment of heads of household, single parent families, ill health, entitlement to free meals, and lack of job opportunities for school leavers all point to abnormally high levels of deprivation. The position of Merseyside amongst the poorest areas of the EC has been confirmed by its award in 1994 of "Objective One" status within the terms of the European Social Fund.

The traditional industrial heartlands have been severely affected by the radical economic revolution of the 1980s, with its drive to create a "leaner and fitter" economy at any cost. In the inner cities, young people have been the particular victims of the introduction of "Rational Management Controls" in creating a more "flexible" workforce. Steps in the process have included the virtual disappearance of apprenticeships, the growth of training schemes divorced from productive work, low training allowances, the removal of 16 to 18 year olds from the benefit safety-net, the freezing of student grants, student loans, and a constant attack on the education service.

Poverty, in terms of lack of possessions and disposable income, is matched by a poverty of aspirations. In 1967, my first year of teaching in Liverpool's inner city, 86% of males left school to go straight into work, and 40% went into apprenticeships. They gained access to income, the culture of their job, and an identity. By 1985 Liverpool City Council figures showed 69% of 16-19 year olds as being unemployed or on short term schemes. Opportunities for work reached rock bottom in 1987, when only three fifth year leavers left Shorefields to go into full-time employment.

The cost of creating a pool of unemployed, ready to work at any price and under any conditions, has been high, both in terms of the financial costs of welfare, health, and criminality, and in social costs to individuals. The twin effects of unemployment are poverty, and a sense of frustration and social rejection. The nature of a person's work determines their life-style, their status in the community, and their perception of their social obligations. The architect of the welfare state concluded that people "must also have the chance of rendering useful service, and of *feeling* that they are doing so". (Beveridge: "Full Employment in a Free Society" 1944).

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In 1979 Adam Smith's "Wealth of Nations" became required reading in political circles, but his warnings of the consequences of unbridled free enterprise, as he had predicted them during the eighteenth century, were ignored. His picture of the victims of earlier extremes of "Rational Management Controls" would be familiar to today's observer of inner city youth, where "the torpor of his mind renders him, not only incapable of bearing a part in any rational conversation, but of conceiving any generous, noble, or tender sentiment, and consequently of forming any just judgement concerning many even of the duties of private life".

Education may be seen as a "way out" of a depressed local economy, but schools which are increasingly constrained by rigid prescription from the centre, and ever-tighter financial controls, are faced with the major challenge of maintaining enthusiasm amongst the students. Against such a background, Shorefields has developed its role as a community school, facilitating activities, and working within a network of statutory and voluntary bodies.

In 1970 the school ran its first expedition to the Sahara. Since then, there have been ten major expeditions, each being in the field for approximately two and a half months. The cost of the expeditions are matched to the resources of the members, and the contribution in 1992 was limited to £340 per head. There is no selection, membership being open to any senior pupil, or recent leaver, on condition that they take part in creating the expedition.

The projects are seen as a very powerful vehicle for education and, as such, selection cannot be justified. Kant's philosophy of the rational human being, in whom the elements of freedom and obligation already exist, gives each individual an inherent value. That value might be denied as a result of the negative experiences of so many youngsters, but changed circumstances, and new experiences, can lead them to the "undiscovered world" of the rational individual. In school, the common experience of the "bad attitude" of many pupils is held responsible for their poor behaviour. A stated aim of many school is, therefore, to change the attitudes of the youngsters. The expeditions turn this process on its head, and change the behaviour of the members first. Changed behaviour is a response to the new environment of the expedition, with its different demands, its different values, and its different priorities. Where the changed behaviour is seen to be effective in ensuring the survival of the group, then attitudes to those behaviours change. In effect, the rational human being is being revealed.

Such a process is far removed from the strictures of the national curriculum, attainment targets, key stage tests, league tables, and all the other paraphernalia of "delivering" a command economy education to the inner cities. It is part of the moral education of the youngsters, which cannot respond to the curricular drip feed of the normal school day. It is a process which is based in the new "spirit of association" of the expedition, where "to influence the child morally is not to nurture in him a particular virtue, followed by another, and still another; it is to develop ... those general dispositions that, once created, adapt themselves readily to the particular circumstances of human life". (Emile Durkheim: "Moral Education").

Such a "spirit of association" is encouraged by the new sense of community which the expedition provides, especially when the expedition is created by, and grows with, the members. It compares favourably with their previous experiences, and leads to a rediscovery of the Platonic view of the value of community, for "a community originates, then, because the individual is not self-sufficient, but has many needs which he can't supply himself ... In the community, all mutual exchanges are made with the benefit of the partners in view". (Plato: "The Republic").

In creating the expedition the qualities of co-operation, trust, and esteem are essential. In the Sahara, those qualities are the key to survival itself. On the eighteenth century principle of "pain and pleasure", such good ideas must be right.

Social and moral changes are evident in the young people who take part in the expeditions. The effectiveness of wilderness expeditions in bringing about such change is explained by the process of individuation, as advanced by the psychologist C G Jung. This process of discovery is effected through exposure to the archetypes to which adolescents are particularly susceptible, and which are powerfully represented on an expedition. The archetype of the hero, with its emphasis on the physical and spiritual journey; the power of wild places in which the youngsters find themselves; and the archetype of the anima, which reveals the caring and co-operative nature of the youngsters, all bear strongly on the members of the expeditions. Spending the night on top of a desert mountain, and seeing the new dawn break, can bring forth descriptions of the experience which are of quite Homeric proportions. There is no reason to suppose that journeying into the wilderness to commune with the spirit should be the sole preserve of ancient prophets and mystics.

A major advantage of the Shorefields expeditions is that the whole group is involved in their creation. Each of the adult leaders has specific responsibilities, both during planning and in the field. Those responsibilities are laid down in a written job specification, the sum of which represent the expedition plan as envisaged by the leader. In return, the leader must display clarity, honesty, and trust, provide for the free flow of information, and know where the buck stops. Although speaking of an army, the words of Lawrence of Arabia could equally apply to an expedition, where "the chief agent is the general's head, and his understanding must be faultless, leaving no room for chance. Morale, if built on knowledge, was broken by ignorance". (T E Lawrence: "Seven Pillars of Wisdom").

The mechanics, cooks, quartermasters, medics, and so on, all have a team of young assistance who have opted for the job on their registration document. Not only do the youngsters help with the practical work of preparing vehicles, word processing, and logistics, but the staff have a responsibility to give the youngsters the skills needed to do the jobs effectively. By helping to create their own expedition, the members gain a sense of ownership of the project, which helps to bond them together and create their identity as "the expedition". It also reinforces the link between effort and reward, and they find that nothing is for nothing. Everything has a cost, either in cash or in work, a concept which is new to many.

Working with adults on equal terms is a valuable experience. Skills and responsibilities are shared, which leads to increased confidence and the growth of respect in the way suggested by Lorenz. "Young people seem to be unable to accept the values held in honour by the older generation, unless they are in close contact with at least one representative who commands their unrestricted respect and love". (K Lorenz: "On Aggression"). There is nothing like getting tired and dirty together to do that.

In the field, each member must feel valued as an individual, and as a contributor to the work of the team. They are members of several overlapping groups, which helps to limit the appearance of cliques and scapegoats. The truck group is self selected, and is made up of those who live and travel together in one vehicle. It is responsible for the condition of its own living space, and for security. The skills group gradually take over the role of the adults whose skills they learn, and are readily identified as cooks, mechanics, or quartermasters. Each person is also in a duty group, which help the cooks with the kitchen chores on a daily rota. Finally, there is a drip-feed of new jobs, which are given as individual responsibilities as the expedition progresses.

Self direction soon takes over and is speeded with the help of a small pool of young "veterans" who have returned for a second expedition. Again, the free passage of information, through the daily "pow-wow", gives the information on which judgements can be made. To quote Lawrence again, "The efficiency of our forces was the personal efficiency of the single man", which should achieve the result of making "our ranks a happy alliance of able commanders in chief".

Throughout the expedition the leaders have to bear in mind that, no matter what the objectives, the aim is to give an educational experience, which might compensate for some of the inequalities of the home environment. No matter how demanding the task, the nurturing of each individual is important. The logic behind that nurturing is reinforced by my closing passage from Carl Sagan's "Cosmos":

> "There will be no humans elsewhere. Only here. Only on this small planet. We are a rare as well as an endangered species. Every one of us, in the cosmos perspective, precious. If a human disagrees with you, let him live. In a hundred billion galaxies, you will not find another".

Alisdair's book "The Expedition Experience - A Vehicle for Change in the Inner Cities" - is available from Adventure Education (see Reading List).

Fairbridge Lothian

GILES RUCK

After training at Charlotte Mason College, Giles worked for Barnardo's and Durham Social Services. He has been employed by Fairbridge for three years and is Team Leader of the Lothian Team. Giles is also Chair of the National Association of Outdoor Education (Scotland) and is currently undertaking a two-year research study on the effects of "Adventure-Based Counselling" on participants' locus of control.

Fairbridge is a UK-wide charitable youthwork organisation employing 150 staff over 13 urban and inner-city areas and targeting the 14-25 age group, with the principal aim of providing a short term motivational intervention with follow-up support.

The Lothian Team is based in Edinburgh, core funded by the Scottish Office (75%) and sponsored by the Community Education Service of Lothian Region Education Department to work primarily with young people aged 16-25 who are unemployed.

Note the label used by the project - certainly our "youth are troubled" in addition to not having a job (if being unemployed wasn't trouble enough). The staff team are wary of the labelling effect - eg "hoods in the woods"!

The staff team of six full-time and additional sessional workers provide a short programme for approximately 180 young people per year.

In the time I have available here I wish to convey two key messages to you about the project:

(1) the importance of an inter-agency approach

(2) issues in identifying programme success.

Before that I would like to shake a few preconceptions about Edinburgh. I'm sure you know it as the festival city, the castle, tattoo, tourism, within the monied lowland belt and Glasgow's rich neighbour. Right?

Wrong, or at least incomplete - severe poverty, poor housing, unemployment and homelessness exists in schemes sandwiched between the pleasant approach roads. Edinburgh hides poverty well.

Now I have set the scene I'd like to outline the model Fairbridge uses.

In brief, the programme has three phases: a lead-in, a core phase and follow-up. All stories have a beginning, a middle and an end.

Giles Ruck, Fairbridge Lothian, Bonnington Resource Centre, 200 Bonnington Road, Edinburgh EH6 5NL Tel: 031 555 4449

The Lothian Team provides approximately 3 programmes in the core phase totalling 20 days spaced over 1-2 months for each participant, usually in groups of 8-10.

It's the follow-up phase I particularly want to highlight.

Let me ask a question. How valid are adventurous and motivationally orientated programmes in isolation?

The answer is, "Not very". In development training terms, the learning from the experience will most probably not have been maximised if no follow-up is provided.

Our project meets young people again after the programme, on their patch, their street corner, their café.

But there is no way we can do this alone, nor for very long - and particularly not with the influx of new clients.

We have to have gained the trust and support of local youth/community workers so that they recognise how the programme experiences are a valuable contribution to the lives of the participants.

We have to lead them into understanding that the follow-up is "where it's at". Sometimes we do this through their participation on programmes.

Once that link is established, then a three-way meeting of youth worker, Fairbridge project worker and young person is easy to run and ensures that the experience is not forgotten, and not just cold words in an isolated report.

Action plans and goal-setting post-programme can be followed through, initially by the Fairbridge worker, but long term through Community Education support.

The project's success depends very much on our collaboration with the Community Education Service.

So how do we measure our success?

There are huge issues and conflicts facing the outdoor field in this area.

For example, often as a profession we claim that through outdoor developmental programmes the self-concept of participants will be improved.

Yet if I speak to an interventions based psychologist/researcher I'm left believing that the single dimension of self-concept should stay stable over a short time period - otherwise personality disorders are indicated!

Writing programme goals that systematically identify particular dimensions of self-concept (as per Australian Outward Bound research) and then measuring these, is no mean or short-term task.

And then when we do quote improvements in self-concept at the programme end, what about "Post-Group Euphoria" and acquiescence to the tutors - ticking the box on the inventory which will conform to expectations.

Kimball (I think!) once wrote: "Long-term behavioural change is for the most part a long-term process"!

And Graef found during his case-study research at Sherborne House in London which runs a one-year programme for young offenders, that this duration was certainly too short. He likened the maturation process to the first year at university - when students may not necessarily make the best use of their time ...

So far I've raised questions and avoided answering my own - what does our project do?

Well, some statistics are easy - attendance. Often forgotten but very valuable in references for training places, jobs.

Jobs - getting one. We can quote statistics for these and our support in helping a young person find one.

But herein lies tension. There are no jobs. Why run a programme that provides training that leads young people to look for something that isn't there?

So how do we demonstrate and communicate success in the programme?

In Urban Aid terms our partnership with and assessment by Community Education is not based on statistics alone. Our sponsoring department believes that the project will have an impact on communities.

We provide part of an inter-agency approach to enhancing the self-esteem of a community (measure that!)

The development training process goes beyond its own cycle in the constraints of the programme such that goals spiral out, participants' actions have a positive effect on their community.

Here comes a broad, generalised and sweeping statement ...

Young people are not educated - school, TV, home - to believe that they can make a difference (more than a drop in the ocean).

The responsibility of belaying a climber, steering a canoe, planning an expedition, can all be used to highlight how much they are in control, that control can be internal - these activities are not "being done to them".

There aren't many occupations where an external locus of control is needed - working on the stock exchange, perhaps, or being Prime Minister, where luck counts.

Taking control, highlighting cause and effect, achieving legal success and mastery - are all valuable goals.

Young people have the ability to change their immediate community, to take control, instead of believing that control lies outside of self.

So how do we measure this?

Sure - we can set up social skills models and score a baseline, and measure post programme. But what about six months down the road? What about "Post-Group Euphoria"? Acquiescence to the tutors?

We attempt to measure the project's success by asking our participants.

We ask what difference the programme has made to their lives.

There are many intelligent donors out there, Children in Need, The Rank Foundation, our Community Education Service, etc, who don't desperately want to hear me talk statistics.

They want to hear about young people. They want to hear life stories.

They want to hear how the programme, via its inter-agency networks, had a positive impact on individuals, on a community.

Case study: Stevie takes drugs. So do I - Guinness, mine's legal. Stevie's taken them for years, pressure at school from friends to give it a go - so he says. We knew him at fourteen. He kept in touch. He gave them up during his first job. He's 19 now and has a "screamin' we'en" - 10 months old, and no job. Under pressure he CHOSE to take illegal drugs again. Not whilst he's caring for his child. He and his partner take time out separately. He takes them to relax on his time out. No-one forced him to, the control was internal. There was no peer pressure; it was his choice.

A success story? Yes, professionally I think so. I'm certain that once his child is a toddler he'll choose to find help to give up again.

The long version of this story convinced one funder/donor of the impact and power of the outdoor experiences, through the community follow-through. It moved him. It's even more moving from Stevie's lips.

I hope this presentation has been useful, interesting even. Certainly I hope I conveyed two messages to you all clearly - our project can't do it alone, and believes in qualitative monitoring and assessment, not just ticking boxes - particularly when the programme aims to change something as moulded as behaviour.

However, I feel I must add a short rider to all of this - a confession. I haven't given up entirely on statistics. I'm currently within a two-year research programme trying to identify how interventions can internalise locus of control - I'm turning people's behaviour into statistics with this one, I can assure you!

If anyone has any ideas on this subject, I'd like to hear them.

MOBEX Merseyside

DAVE HOOPER

Dave, originally from Hackney, has worked with young people in Merseyside for some years and co-ordinates the activities of MOBEX Merseyside, one of three mobile outdoor adventure projects created by the Young Explorers Trust. (The others are Scotquest, operating in the central belt of Scotland, and MOBEX North East in Newcastle upon Tyne).

MOBEX (Mobile Expedition Unit) was set up in 1986 by the Young Explorers Trust to work with young people who would not normally get the opportunity to experience outdoor adventure, young people from the inner city, those at risk from crime, drugs and unemployment. Paradoxically, these young people often stand to gain the most from their outdoor experience, as it can replace negative and risky pastimes with positive ones. The values and self esteem of these young people are often based on a culture of joyriding, consuming drugs and robbing. Many of the young males we work with possess a robbed mountain bike and Berghaus jacket, both status symbols on the streets of Liverpool. Succeeding in apparently dangerous tasks, taking ownership for, planning and carrying out activities can help raise low self esteem in these young people and help replace negative values with positive ones.

MOBEX is mobile. We have a large, well-equipped mobile expedition base complete with audiovisual and teaching facilities. If we are working with a group of young people from an estate who have nowhere to meet, then our vehicle becomes their base, their youth club where they can meet to discuss and plan their ventures. It is their classroom if they are taking a Duke of Edinburgh or BETA award and it is their shelter and kitchen when we organise a standing camp.

MOBEX is flexible. We do not have a set course which we put all young people through (although we do have a process for encouraging development, responsibility and autonomy) as we prefer to work from the needs and aspirations of the young people themselves. It is sometimes the case that a young person comes to us as part of a group and may develop a strong interest in art, music, sport, or conservation etc.

If MOBEX workers are not in a sufficiently skilled position to help the young person with their interest we encourage them to join appropriate groups with whom we network.

Like many small charities we have spent a lot of time trying to secure funding to run our programme. However, since December 1993 we have been taken over as a project of Merseyside Youth Association which gives us a secure base for the future and access to a number of workers skilled in youth work, sports and the arts.

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As mentioned earlier, MOBEX is flexible; it responds to perceived needs and for the future we see a greater role in training outdoor leaders. Most of the role models in the field of adventure education are (dare I say it) white, male and middle class. MOBEX is seeking funding to run BETA courses for black groups and women's groups.

There is an ever-growing need on Merseyside for work with young people at risk from drugs, crime and unemployment. MOBEX, as part of a network of providers, can encourage them into being self-confident, stimulated and motivated young people: young people who have a chance in this world.

Outward Bound in the Sierra Nevada

MIKE DENNISON and GORDON TOSE

Mike is a Youth and Community Worker, employed for the past five and a half years by the outward Bound Trust as Project Co-ordinator in Tyneside. Gordon Tose is a Probation Officer with Northumbria Probation Service.

Mike and Gordon presented the case-study of an expedition trip to the Sierra Nevada with young probationers from Tyneside. The following account was written by Lucy Ford, also a Probation Officer with Northumbria Probation Service and was first published in Youth and Policy Journal Issue 40 (1993). It is reproduced here with the kind permission of Youth and Policy Journal.

The Probation Service in North Tyneside, in partnership with the Outward Bound Trust, ventured to new and dizzy heights two years ago with The Sierra Nevada Expedition project. Work on the project began in April 1992 and is to be concluded in the Spring of this year when a full evaluation report will be published. In writing this article I hope not only to outline the work of the project but also to highlight the achievements of the young people who worked hard to make the Expedition succeed.

The idea for the project arose out of a long-standing and successful partnership between Northumbria Probation Service and the Outward Bound Trust. The latter is a leading organisation in personal development training, with long experience of working with young people in their own urban settings and in the challenging environment of the outdoors. The Probation Service in North Tyneside had also been a long-standing supporter of outdoor development training. Although recognising it may not be suitable for everyone, for many young people it has proved to have a high impact on their lives and a long-term value.

The Sierra Nevada Expedition project was divided into three phases - the preparation period; the Expedition itself; and post-Expedition work. It provided a challenging forum for work and it aimed in the long term to assist those involved in moving away from criminal behaviour into alternative activities and, where possible, employment.

The Expedition itself, an 11 day back-packing hike in the Sierra Nevada mountain range of Southern Spain and including a summit of 11,000 feet, was chosen deliberately to be challenging and demanding. This meant that each person involved would have to work, during the preparation period, towards a required level of responsibility, teamwork and commitment and would have to learn and develop skills in order to ensure the successful completion of the Expedition task. The foreign element of the Expedition provided the opportunity for an understanding of a different culture and language.

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This was a unique experience for the majority of the group, many of whom previously had not travelled outside of the North East and one of whom had been to Newcastle (the nearest city, 10 miles from his home) on only one occasion.

The staff group for the project consisted of two male Outward Bound Trust Instructors; myself - a Probation Officer; and my male colleague - a Probation Service Assistant. It was decided the rest of the group should be a minimum of 8 and a maximum of 12 people, all at that time subject to statutory supervision but they remain in contact with us on a voluntary basis. The minimum age was 17 years old (at that time the minimum age in North Tyneside for Probation Service Supervision) and although it was agreed there should not be an upper age limit the majority of the group members were aged 17-20 years. Both men and women were encouraged to take part in the project but it commenced in April 1992 with 10 men and only one woman. Everyone was interviewed individually, along with some others who, after learning exactly what was involved and what would be expected of them, had decided to withdraw. This was not a "hand-picked" group; quite the contrary. It was a diverse group of individuals with various needs and sometimes difficult behaviour such as gas-sniffing, violence, homelessness, severe depression, isolation, estranged from family, struggling with independence having left Local Authority Care, etc. All were considered to be "serious offenders", the majority with significant criminal records and experience of custody.

The Preparation Period

This was regarded as important as the Expedition itself. The task involved and the environment of the Expedition meant that very little could be left to chance. Group members not only had to learn to work together and to gain the self-confidence to approach the task, but they had to learn particular skills in camp craft, navigation, cooking, mountain walking, budgeting, photography, communicating in another language, endless form completion (for Passports, Insurance, DSS applications), letter writing, etc. Physical fitness featured high on the priorities for training and, with the assistance of another partnership between the Probation Service and the YMCA Pyramid project in North Tyneside, a programme of weekly training sessions was undertaken by all involved. In addition, group members attended regular meetings and groupwork sessions; training events, including the ascent of and overnight camp on Blencathra mountain in the Lake District; and numerous fund-raising activities. As the group progressed, individuals clearly increased in self confidence and demonstrated, in their ability to work together as a team, an apparent understanding of each other's needs. Public relations and publicity played a major part during this preparation period, again providing the opportunity for group members to develop some skills in this area.

Funding of the project was achieved primarily by numerous fund-raising events and donations from business, charities and trusts. Northumbria Probation Service provided two staff; administration support; and an independent research and evaluation of the project. The fund-raising activities required the participation of all group members and involved them in selling their own crafts and art work; table-top sales; raffles; aluminium can recycling; a drama performance; sponsored events and, one which produced a few racing heartbeats, an abseil from the top of a Department Store in the local shopping complex. In total the group raised approximately £6,500 and, together with the loan of specialist equipment, this meant the Expedition itself could go ahead.

Prior to the departure for the Expedition, one group member had to withdraw due to family circumstances and another was withdrawn as he had not demonstrated the necessary basic level of commitment and responsibility. On the day of departure a third group member had to withdraw due to domestic difficulties. This left a group of seven men and one woman, in addition to the staff group. The degree of "drop out" from this project is considered from previous experience to be low and is attributed to the significant period of preparation.

The Expedition

We arrived in Newcastle Airport at 6 am on 20th September 1992, an achievement in itself for all eight young people to be there on time! Previous groupwork sessions explaining departure procedures paid off as we progressed slowly through the various sections of the Airport. It was clearly an overwhelming and unique experience for the majority of group members. We were glad at least to have got rid of the 50 lb back-packs for a couple of hours, not knowing that in the next few days they would become simply another part of our bodies. We were about to set off on a venture where the preparation and training of the previous five months would need to be put into action and where on many occasions we as a group of people would be totally self-reliant.

On arriving in Spain we travelled by bus to Granada. Everyone was working together to help each other adjust to the heat, the heavy back-packs, the differences in culture, communicating with the Spanish people, the currency, the travel. Before commencing the project none of us in the group had any knowledge of the Spanish language. We had learnt some basic phrases prior to our departure and it was great to see all the group members throughout the Expedition period trying hard to learn more Spanish words and phrases, very rarely assuming they could speak English and expect to be understood. Funds for the Expedition were relatively low and we all knew careful budgeting would be essential. Again, the young people who had months before struggled with budgeting in their own home, demonstrated new-found skills in organising the food, travel and camping arrangements for the 11 days.

We spent our first two nights at a campsite in Granada, the nearest city to the Sierra Nevada mountains. This allowed us one final day for preparation and the group divided up to complete "tasks" - buying food for the Expedition; organising travel to the mountains; buying fuel for the stoves, etc.

Another bus ride took us to Guejar Sierra, a small village on the edge of the Sierra Nevada mountain region. We had arrived during siesta and had difficulty finding essential supplies of fresh water. This was to be the last time for several days that we would have access to fresh water, or indeed on some occasions, to any water. The temperature was high 70s and low 80s Fahrenheit and dehydration was likely to be a problem, particularly as we progressed up the mountain. Water was to be shared between everyone and was to be sipped and not gulped. This was yet another test of the group's ability to work together and to respect the needs of those around them.

Masked in suntan lotion and insect repellent we left civilisation, uncertain of what was to lie ahead. Some five hours later, hot, tired and with lumps beginning to form on our shoulders from the back-packs, we began to search for flat land on which to camp. This proved much more difficult than the maps had suggested. Everyone was exhausted and irritable, but at the same time showing care and support for each other and a wonderful sense of humour which carried us all on to eventually finding our first camp - luckily beside a river and unluckily where the snakes were beginning to congregate for the winter!

The next day began with a 6-hour gradual ascent along a mountain track. Snakes were in abundance, usually vipers. Lizards, some one foot long, climbed the rocks around us. This was a point when some group members were ready to quit and we decided to make time available for us to rest and talk and to utilise the support of the rest of the group. This was also important when two group members during the Expedition began to feel the effect of long-term abuse of alcohol and gas and although both had reduced their level of abuse in preparing for the Expedition, they were now having to cope without access to any at all. It is worth noting that after returning from the Expedition both group members sought assistance in continuing to reduce their use of alcohol/gas.

The next few days proved to be the most testing, both physically and mentally. We had left the mountain track and were ascending at an angle of 45 degrees on dry, loose ground. Teamwork was essential and leadership qualities began to emerge in some group members. As the days progressed my colleagues and I were able to withdraw our own leadership and hand over increasing responsibility to group members. The effects of high altitude were beginning to show, making the physical exertion even more arduous. At 6000 feet we made a "base camp" on what proved to be the last piece of relatively flat land on the mountain. We decided to aim for the summit (another 5000 feet up) and return to "base camp" in one day, allowing us to leave any unnecessary heavy items behind. It was a long and difficult day. Less than 1000 feet from the summit one group member suffered from altitude sickness which can be fatal. It can be eased by making a rapid descent and at this point the group divided, two members choosing to assist with the descent whilst the rest carried on to the summit. At the top the views were magnificent, but most of all I will never forget the faces of those young people who realised they had achieved everything they had been working for over the previous months. Even those who had not quite reached the summit were made to feel they had equally achieved.

There are many stories which could be told about this Expedition period but which space will not allow. In describing the way everyone worked together and the high levels of commitment and responsibility which were demonstrated throughout, it all seems a bit too good to be true. But that is the way it was! From the beginning of the preparation period to the end of the Expedition itself we saw a group of young people develop in self confidence and self esteem and, through their own hard work and determination, achieve an ambition. Since the riots of 1991 there as been much adverse publicity about the young people of North Tyneside, but this at least has shown how much those same young people can achieve when given the opportunity. One young person in the group said about the project:

> "Before starting this project I was unsure about the group I would be working with. For some reason I didn't think a group of offenders could work together positively. After coming back I felt a good sense of achievement, everybody worked together as a group. I think the reason for thinking offenders could not work together positively is because I've never really had the chance".

Post-Expedition Work

This work is continuing, assisting group members to make use of the skills and confidence they have gained from participation in the project. As one group member said: "I now know I can do something other than crime". On their return, two group members obtained employment. Another has completed a City Challenge Course working with young people with special needs and has since become actively involved in a Community Outdoor Training Organisation, where he hopes to work towards obtaining qualifications in outdoor leadership skills.

Two others have begun to re-establish contact with their families and the skills in budgeting, cooking, organisation, have been put to good use by those who have recently obtained their own tenancies. To date none of the group have re-offended.

In addition, some group members are involved in the making of a video about the Expedition, including composing and recording their own backing track, and they are to be assisting in a presentation of the project to local Magistrates and Court staff. It is anticipated that the video will be available in the Spring* along with the publication of the full evaluation report of the project.

Clearly this is just one example of many different models of working, but there is no doubt in my mind that for the young people involved in this project it was a worthwhile experience with long-term value.

** The video and the evaluation report are available from Gordon Tose, North Tyneside Probation Centre. Tel: 901 258 0713*

A Personal Perspective

LEE PARKER

Lee is Centre Manager of the Dick Sheppard Youth Centre, attached to the Dick Sheppard School in Tulse Hill, Brixton. As Lee himself says, as a youngster he was both troubled and frequently in trouble before finding the personal resources and encouragement to undertake further education and training. Lee presented the study weekend with a personal perspective of some of the difficulties that exist for young people in today's society, in particular those faced by young black males.

Background:

Teenager

I found this period a rather disturbing one, but a very integral and influential part of my life which enabled me to lay the foundation for my true vocation in life.

As a teenager I was dominated by the influences of what was happening on the street, ie money, material possessions, easily acquired wealth and position, champagne life styles etc, which all represented false values in that money was deemed as the main status symbol no matter how acquired and without it you were a nobody who counted for nothing.

My father was a very strict authoritarian who believed that a disciplined and well ordered upbringing was the most important aspect of raising children. Whereas when I look back now, the gentle loving care and supportive role of my mother would have been far more beneficial. I do, however, owe a great deal to my father to whom I give every respect for all his efforts under somewhat difficult circumstances and who continues to be a formidable pillar of strength.

Turning points

The turning points in my life were two-fold, beginning with the sudden and dramatic death of my mother and the almost inevitable loss of my own life through ritualistic encounters on the streets. It was at that point that I began to realise that far more existed beyond the cocoon that I had created amongst the infamous people of the streets.

When I finally took control of my life I sought refuge in the educational institutions from which I had so long ago escaped. I found that by endeavouring to acquire knowledge and qualifications I began to see doors opening and opportunities being created upon the horizon, something which had for a very long time evaded me or was overshadowed by the sparkle of the high life I had been living.

Lee Parker, Centre Manager, Dick Sheppard Youth Centre, Tulse Hill, Brixton, London SW2 2LA Tel: 081 674 9421

I found that through self-awareness I was capable of having choices and was thus responsible for my covert and overt behaviour. With the ability and resources available to live effectively I was able to restore myself through my own assets.

Over the past 10-15 years I believe that I have been truly resurrected from the ashes like a phoenix. I have channelled a lot of my anger and aggression at society, firstly for the death of my mother and secondly for the injustices that society has deemed to create for me as a black man.

I have now turned the negative aspects of my life into positive ones in terms of educating myself sufficiently to fulfil many of my roles, as without knowledge one can only really ever have an unfulfilled destiny.

Qualifications are one of the tools by which society recognises that you have acquired the necessary skills to perform and function within it. I have also created a profile for myself within the environment in which I work to enable young people that I come into contact with to be able to emulate and focus upon me as a role model.

I do not see myself as a crusader but quite simply as a black man striving to fulfil a role despite all the obstacles that society throws in my way and in so doing making my mark in the only way that I can by opening up a small ray of hope to others within the community.

I am not for one second saying that this task has been easy and I am most certainly not projecting this image to the young people that I come into contact with as this is unrealistic and would be a rather idealistic point of view, but nevertheless, hope is hope no matter how small it is.

I sometimes feel as if I am shipwrecked on an island and my only chance of survival is to send a message in a bottle in the hope that, against all of nature's elements, my message will be clear enough to be understood and help is sent my way.

Education/Opportunities:

Low Achievers

Once again we are faced with what society has dictated. With statistical studies and labelling society has sown the seeds at a very early age that certain individuals, because of their ethnic or cultural differences, will automatically be diagnosed as disadvantaged. Principally these are the indirect pressures our youngsters are going to be faced with even before they contemplate learning to read and write.

This labelling is institutionalised into the teaching system and when dealing with specific youngsters it is all too clear that even before he/she speaks, the colour of their skin has already done the talking.

Qualifications

What opportunities exist for a young person without qualifications? The question, like any other for both black and white youngsters, is one of having no credibility, standing or opportunities within society as you are only recognised as an individual by your achievements or qualifications and in so doing, this will only give you a fraction of an edge against all the other obstacles, which are increased if the individual is black, laid before you in your attempt to gain employment.

What opportunities exist for a qualified black person? In an ideal world it should be the same as a white person; however this is not the case and so the odds are stacked against this person even before due recognition is given to this person's qualifications. The need to excel in order to promote initial recognition as a form of distraction from the colour of the person's skin and to overcome the already visible signs for stereotyping.

Stigma/Stereotypes:

Denial of Fatherhood

A great deal of emphasis is focused on male members of families. Society has projected the image that they are irresponsible, habitually wanting to father many children without marriage or commitment to the mothers or children involved; having no desire to work to support same; are happy-go-lucky and care-free without any attachments or future goals set for themselves and sometimes little is done to change that misconception. The truth of the matter is that too many pressures are laid at their doorstep and like most people, having the freedom of choice as to which responsibility or pressure takes priority over another is just as daunting and demanding as opting not to make a choice at all.

The intense sense of commitment and urge to want to support a family exists but many obstacles prevent them from doing so; this then quells their will to provide support and starts the process of denial so as not to have to focus on the problem, believing that it will disappear or self-support itself. This decision is not always a conscious one but in time it takes precedence over all the others that exist.

The Role of the Black Male in the Family

An enormous amount of pressure is placed upon the male member of the family and this is compounded even more for the black male member. He has already to deal with the preconceived stigmas and stereotypes being attached to him by society and fight to overcome these together with the pressures placed upon him by his family who have already mapped out his life in the place of their own which has been stunted by prejudice. The mere fact of not only having to face his daily realities but also to convey to his family that although times have changed and opportunities do now exist, the overt racism has been replaced by covert racism and a passive acceptance of power.

The peer group pressure syndrome is also reinforced by employment statistics. When youngsters are ready to leave educational institutions they are catapulted into the real world where they face racism, not perhaps for the first time, conformities of the world of work, being outside their peer groups, not being equipped to interrelate with other members of staff, etc. In some cases they then turn back to their own community for help which with limited resources and opportunities is unable to provide the means by which these youngsters' needs can be met, thereby resulting in them taking one of the few options of achieving the things they most desire, eg money, success, prospects, ambition, better housing, wealth, etc, through crime. CRIME PAYS!

I am not for one moment suggesting that other avenues do not exist within the community but limited resources directed into the community make the options available to these youngsters somewhat limited and their scope for development even less. Therefore one must look outside this community in order to bring more into it or extend the community into the outside by interaction.

Crime and Criminality:

Lack of Opportunities

We have all claimed to have been there and done it, thereby feeling that we have empathy, to an extent, with the pressures that are prevalent amongst our youngsters at school, but I believe that we can in no way begin to compare the pressures that the younger generation are now facing and which are being exerted upon them today, to what we have experienced ourselves.

What were our main concerns at their age? Wanting to stay out late, being allowed to smoke and drink, having enough money to spend on the latest fashion, independence, wanting to be understood and respected by our parents, the need to be trusted where sex, etc, was concerned.

What are their concerns? Not wanting to stay out late - but staying out late anyway; experimenting with drugs and sex at an earlier age, wanting more money, demanding independence and taking it because they cannot wait for it to be given to them. Not caring whether or not they are understood but demanding respect nonetheless. There is no longer a desire, only an urgent need for it to be done now. This is what is happening on the streets and it is what is being projected to the young people on a daily basis, whether at home, in schools, or via the media, showing the adults fighting among themselves for power, money, over politics, religion, etc. It is like giving them a fragmented insight into what they will face eventually. The overwhelming desire is, therefore, to live now and enjoy it while it lasts.

Society has also influenced their values by placing heavy demands on their parents in terms of employment, housing, education and in so doing many of the once strong values instilled in them are under enormous pressure in order to keep abreast of changes being demonstrated by the younger generation.

Young Black Men, the Police and the Community:

Again, if we look at the points raised earlier, the formulation of the above roles are all influenced by misconceptions and assumptions which are not always based on fact and are reinforced by the media, society, peer group, etc. What is needed, therefore, is a greater understanding which will only come about if we are all prepared to interrelate and cross those barriers which are placed in front of us.

Young Black Men

Young people, both black and white, need to be aware of what the role of the police really is within the community, not just what is told to them. It needs to be demonstrated, as all too many of them have had their own personal experiences which tend to lend more weight to their reasons for distrust.

The Police

The police service needs to have a far greater understanding of the Community it is protecting and its value and contribution to society as with any other community group. Its awareness of the cultural differences within each group is also a must. Stereotyping must now begin to be a thing of the past and a respect for an individual's right to be who they are, from whom the police also expect the same respect, must be of paramount importance.

The Community

The community must be aware of all of the needs within it, whether it can fulfil these needs and the image it wants to convey both to its members and the world. Acceptance of being proactive on issues which affect it and not always reactive is a start in learning to adapt to its surroundings. Fragmentation will occur if members of the community disown or deny identification with their community.

Identity/Music:

Success and Self Awareness

Identification with the community and the problems associated with it are portrayed within the music; therefore as a means to feel a part of this community, music is the key which can unlock and amplify these feelings across not only its own community, but also to the world which will enable a united awareness. The music itself tends to be strong, vibrant and instrumental, a form of expression of the community's strength, unity and the image which it would like to project.

For many, however, it is also an area in which the key to success lies. The welcoming doors of the music world give youngsters an element of hope in that in this playground there are no rules relevant to the colour of your skin and what society depicts as being relevant only to minority groups. Your talent is what counts: something that only you can have control over and with the help of others is nurtured successfully. It is not about who has the most power, majority rule; it is control of your ambitions and goals with the only other competitors being other musicians.

The respect and recognition that is sometimes attached to a successful individual can be such that it outweighs even the initial reasons for this career choice. It bring with it power, wealth, opportunities, self-promotion and an escape from the community. It is quite simply a means to an end.

Peer Group Pressure:

Once again the educational system plays a major part in sustaining pressure upon our youngsters. The realities of what they are taught in schools and what is actually happening on the streets which directly has an effect upon them and their families contradicts itself.

They are being taught about opportunities that exist for them within society yet, amongst their class members, there are hardened criminals in the making who have no qualms about displaying their wares and reinforcing to these youngsters that the only way to succeed is to do the things that they do, thereby bringing wealth and recognition now without the prospect of having to work for the rest of your life for it. This pressure is compounded by the need to be a part of what is happening, not feeling isolated and not a member of your fellow peer group and community.

Drugs/Guns:

The ever-evolving and accelerating changes in the world bring new tests for the survival and existence of its occupants and with it must come a means by which the inhabitants can protect themselves from other predators who are competing for the same game and struggling to claim a part or become a part of that ever-decreasing world.

Drugs have brought an epidemic like none before which nucleus seems to be a community which is starved of the cure in terms of resources, and still hungry for the wealth which is associated with the drugs, to create these resources.

Guns are one of its answers for survival during this epidemic and to kill or be killed is the motto of the gun carriers. Killing, it seems, is the way in which the drug dealers are preserving this epidemic amongst themselves so that they can get fatter off the poor. This disease is being carried down into the schools and amongst the young people as a way of life. The value of a person's life is being cheapened by the continual use of guns as a way of silencing and finally ending an argument without further debate. Having the upper hand or last say seems paramount. It brings recognition. It is not how the battle is won but the artillery used to end the battle.

The actual use and the calibre of a gun tends to carry far more weight in terms of the person's magnitude and notoriety. The fact that a life or lives have been extinguished has no bearing upon its use.

The gun itself commands no respect but the carrier most certainly gives it that.

Brathay Hall Trust

STEVE LENARTOWICZ

Steve is Youth Training Manager at Brathay Hall. Having taught for four years in Moss Side, Manchester and for two years with VSO in Antigua, he has also worked at Manchester LEA Outdoor Centre at Ghyll Head, with the Outward Bound Trust and at the Sunderland LEA Centre at Derwent Hill.

I would like to take this opportunity to tell you a little bit about Brathay and the work we are doing with young people at risk, and in particular to try to identify the common threads which run through our more successful programmes.

The Brathay Hall Trust is an educational charity based on the Brathay Estate which is just one mile from this conference hall, occupying 350 acres on the northern shore of Windermere. Brathay has worked with young people since its foundation nearly fifty years ago, and at present funds its work with the disadvantaged and disenfranchised by doing very successful Development Training for commercial clients.

At Brathay we are working with a number of groups of what might be termed "Troubled Youth". For example, this year we are working with the following agencies in providing residential courses as part of larger programmes:

Merseyside Police

Cumbria Police

Bradford Youth Service

Cumbria Youth Service

The Youth Enterprise Scheme (Borough of Kensington & Chelsea)

Youth at Risk UK

The Doncaster Partnership

The Prince's Trust.

These programmes are in various stages of development and are effective to different degrees. However, there are various common factors which we have identified that tend to indicate that a programme will be successful in meeting its objectives.

Steve Lenartowicz, Brathay Hall Trust, Clappergate, Ambleside, Cumbria, LA22 0HP
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1. A true partnership exists between the agencies involved.

Each partner brings to the project what it is good at, and sufficient commitment that the relationship is one of mutual trust and co-operation rather than at a supplier/customer or provider/client level. For example, the Bootle PAYES project has developed from an idea by the police to take kids away on an adventure holiday which they wished to buy from Brathay into a long-term project which is beginning to involve the Youth Service, Education Welfare, Probation Service, etc, as well as Brathay and the Police, and for which funding is raised on a partnership basis also.

2. The aims of the programme are clearly identified.

3. The staff have agreed explicitly a philosophy and method of working.

We have found that it is essential to put on a short residential for the staff involved in the programme before it starts, in order to get on the same wavelength and to agree fundamental issues such as attitudes towards rules, ethics, mutual support etc. Staff from different backgrounds, such as teachers, youth workers, police and probation officers often have very different expectations and values.

For example, we are working with Cumbria Youth Service on a GEST - funded Diversion from Crime programme called Border City Breakout. The effectiveness of the programme was considerably enhanced when the staff met and agreed a philosophy which now underlies their day-to-day and moment-to-moment decisions.

*Young people are intrinsically "good", but they do not always **feel** good about themselves or act in positive ways:*

It is important to separate the behaviour from the person - ie the whole person is good, sometimes the behaviour is not!

By definition, young people are not mature:

To expect young people always to think and act in mature ways is therefore unrealistic. However, they often *do* act in mature ways. They also require space to *play*.

The relationship adults form with young people is of paramount importance if learning is to take place:

If adults concentrate on the strength of young people and help them convert or accept their weaknesses then young people may start to feel more positive about themselves. If adults can provide an environment where young people feel able to express their emotions, the frustration is less likely to build up. The expression of emotion is healthy. The consequences of not expressing emotion can be fear, depression, illness, violent anger, isolation, lack of trust and worse.

As far as possible a person-centred approach is desirable. The more control the young person has, the less likely feelings of frustration and anger will build up. However, it is often necessary for adults to take control of situations - on such occasions it is important for that control to be gradually handed back.

Life is a journey, not a place

The process young people go through is more important than any final product. In any case, so far as people are concerned, what *is* the final product?

We also wrote down the "not the Border City Breakout" philosophy - ie the opposite. It was surprising how close this was to the views often expressed by certain portions of the media and public opinion about young people!

4. The recruitment process targets the right young people.

We need to ask whether the programme can address the needs of particular individuals, and to accept the limits of the programme and not to attempt to solve all the world's problems at once. The needs of the programme can often overtake the needs of the young people. For example, once a residential has been set up it becomes important to fill it, and it becomes tempting to expand the original criteria.

5. The programme is long-term and provides follow-up support.

The classic criticism of a Residential at somewhere like Brathay is that the young people return to the city with high expectations and are quickly disillusioned. If the learning from the Residential experience is to be positive, then support must be available after it is over. Some programmes (eg Youth at Risk and the Prince's Trust) use a Residential as a kick-start for a longer programme. Support can vary from outreach work to one-to-one committed partners from the community (as practised by Youth at Risk) to a structured follow-up course.

6. The programme involves the community.

Support for young people is more likely to exist if the community as a whole is aware of the programme or are affected by or involved in it. Examples include environmental projects in Bootle being undertaken by youngsters from the PAYES project, Border City Breakout's community projects and Youth at Risk's community volunteer scheme.

7. The programme is evaluated.

Unless we can show that we do what we say we do, we cannot expect to gain the ears of those who make national policy in this area. There are two basic forms of evaluation practised on the programmes in which Brathay is involved. Some of the larger projects make attempts of varying success to measure their effectiveness through objective indicators such as changes in school attendance, offending, unemployment, drug use etc. This form of evaluation is notoriously difficult and unreliable with the small samples available for research. A more valid approach is probably through recording of opinion of changes in various areas of feelings, qualities, skills and behaviours in the young people, by themselves, their peers and adults who know them. While each opinion is in itself subjective, collation of this data can provide evidence that becomes objective by its very weight. We have been developing this style of evaluation with the Doncaster Partnership as well as with other youth groups, and in doing so have referred to the work of John Huskins for Trident and the Duke of Edinburgh's Award.

Not all the programmes that we are involved in have all these characteristics, but only when we see that a particular programme has a weakness, can it be addressed by identifying which of these characteristics are missing.

I realise that I have not described *what we do* on our courses. There is a common thread of experiential small-group work in the outdoors, but the approaches taken do vary, from adventurous journeys and self-reliant expeditions to the metaphoric use of small projects and ropes courses to therapeutic work, and using at one time or another all the different generations of facilitation that Simon Priest describes.

Lastly I would like to mention an aspect of working with Troubled Youth through Adventure or Development Training that is often omitted from course objectives and that is the effect of the natural environment. I believe that one of the factors in the social situation of many people, particularly in inner cities, is an alienation from nature. As many of us who are enthusiasts in outdoor activities know, nature can be very therapeutic. I saw a dramatic example a few weeks ago. On a course at Brathay with Youth at Risk, two 20-year-olds with a history of abuse and violence walked out of a particularly emotional course-room session at midnight into a beautiful star-lit night. The next morning one of them stood up unprompted and described how they had lain down on the grass and gazed up for a long time, and had come to be at peace with themselves. While I know that moments like this do occur spontaneously on many outdoor courses, and cannot necessarily be planned for, I wonder whether we could be doing more to facilitate a relationship with nature.

I hope I have given you some idea of the work that we are doing at Brathay in this field. We have certainly found it useful to identify the common threads in successful programmes, and to apply this knowledge in developing the programmes and in setting up new ones.

Hampshire Probation Sports Counselling Scheme

KEITH WALDMAN

Keith established, and for the last ten years has been the Project Development Manager for, Hampshire Probation Sports Counselling Scheme. He is also currently involved in co-ordinating three motor projects in Hampshire.

I have come to this conference almost directly from one held in Sheffield. Its title was "The Young Adult Offender - A New Approach". There were about 150 people attending - Probation Officers, Youth Justice Officers, Youth Workers, Magistrates and so on. There were about 20 workshops on topics ranging from Motor Projects, Theatre Groups, Victim Support Schemes, to Bail information. Now I mention all this because in the workshop group I was attending at this conference today, there were four or five probation services attending and I reflected that the previous conference I had been at would have been an ideal selling shop for the use of adventure activities with young people at risk. All probation areas in the country now have to give 5% of their total budgets to partnerships with other agencies so I would suggest to you all that this could be a possible source of funding for adventure based schemes in the future.

The Sports Counselling Scheme that I run is very much based on young people's local communities so if it appears to have tenuous links with adventure activities at outdoor centres you will have to forgive me. However, I am reminded by this conference that you don't need mountains around you to achieve the components of adventure - the group I attended last night came up with words like Challenge, Trust, Learning and Commitment.

The Sports Counselling Scheme has now been in operation for ten years so let me give a quick history of why it started.

In the mid 1980s the Sports Council decided to take positive action on their slogan "Sport for All". They created partnerships with other agencies previously untapped who may not have focussed upon activities before, to try to attract new individuals who had not been participating in sport. The partnerships they created were with agencies such as Women's Institutes, brewery, Working men's Clubs, Health Units, and so on.

So why did the Probation Service think of activities?

As you can see from Figure 1, and probably know, there are many different aspects to how activities can benefit, in particular, offenders with low self-esteem - individuals who have been failures for most of their lives - failures at school, failed with parents, failed to get a job and in fact we see them failed at crime. Activities are therefore a valuable tool for the Probation Officer to offer to the client because they are based outside the office setting which is most of the time irrelevant to young people.

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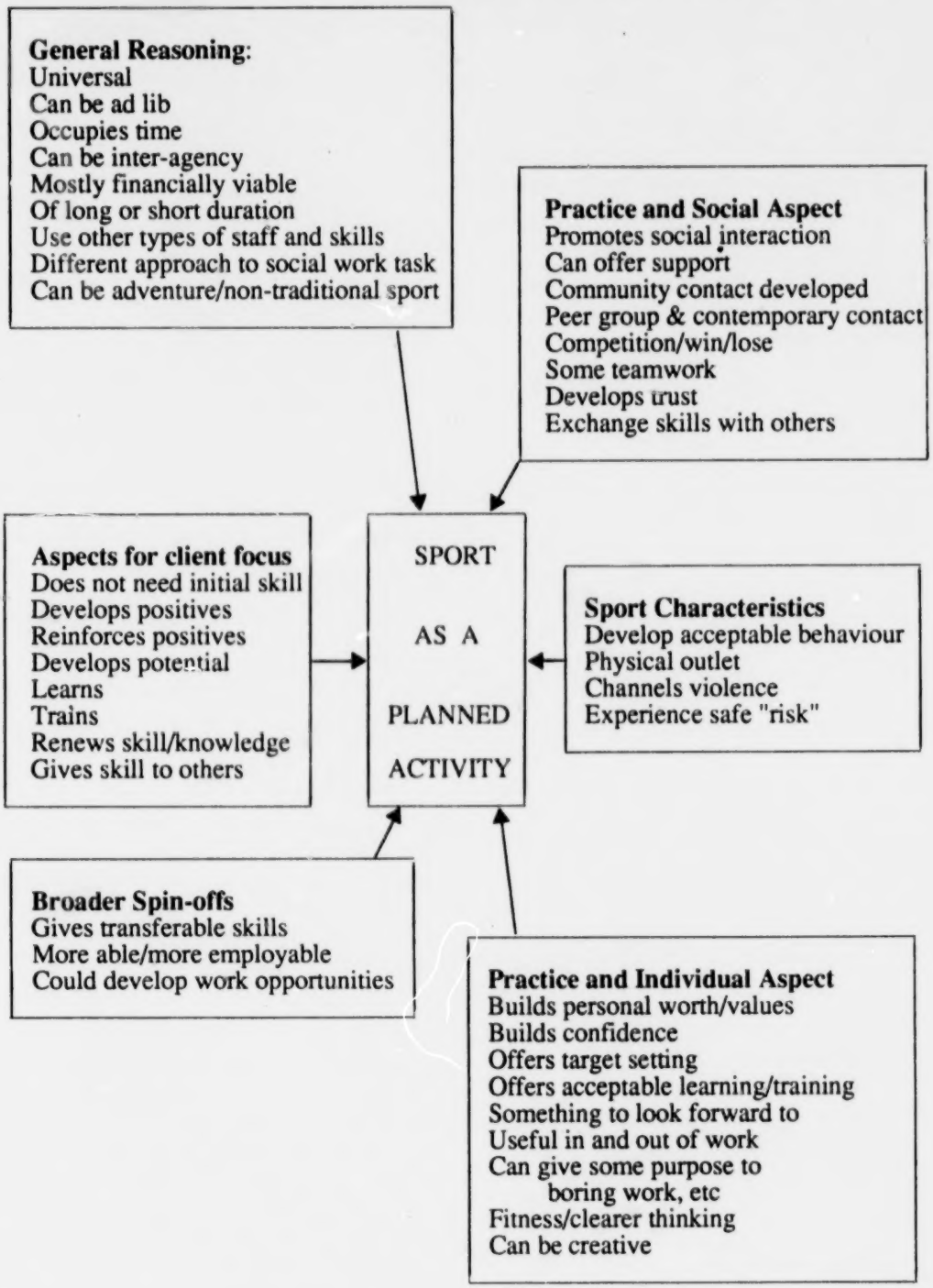
Fig 1.

WHY SPORT? WHY PROBATION SERVICE INVOLVEMENT?



What is the process of Sports Counselling?

The Sports Counselling Scheme aims to encourage and enable offenders aged 14 and upwards to make constructive use of their leisure time: in particular to participate in sporting and leisure activities with the emphasis on developing links for other participants within their local community. Now if we had as one of our aims that the individuals we work with join clubs we would be on to a loser. Sports Clubs tend to be about white middle class people who are employed, have the right equipment, can pay club fees and are reasonably good at the activity. The people we work with are most of the time none of these. Likewise the cost of sports - sports halls can be expensive, although there are examples in some parts of the country whereby the unemployed can make use of leisure centres free of charge or at little cost - these schemes have names such as Leisure Cards in Southampton or in Portsmouth, Passport to Pleasure.

So the aims of our Scheme are as follows:

1. To provide a programme of sport and leisure activities for offenders using resources within the community of the participants.

2. To develop the goodwill and co-operation of the appropriate agencies within the community, and wherever possible use resources on a shared basis.

3. To enable offenders to participate in sport and leisure activities at their own level in a friendly and supportive environment so that the activities may be continued on completion of their programme.

4. To allow participants the opportunity to have a positive experience through the medium of sport and leisure activities, enabling them to develop the social skills which will help link them with appropriate agencies.

5. To help offenders become aware of educational/training and employment opportunities following the build-up of motivation, self-esteem and confidence through the activities.

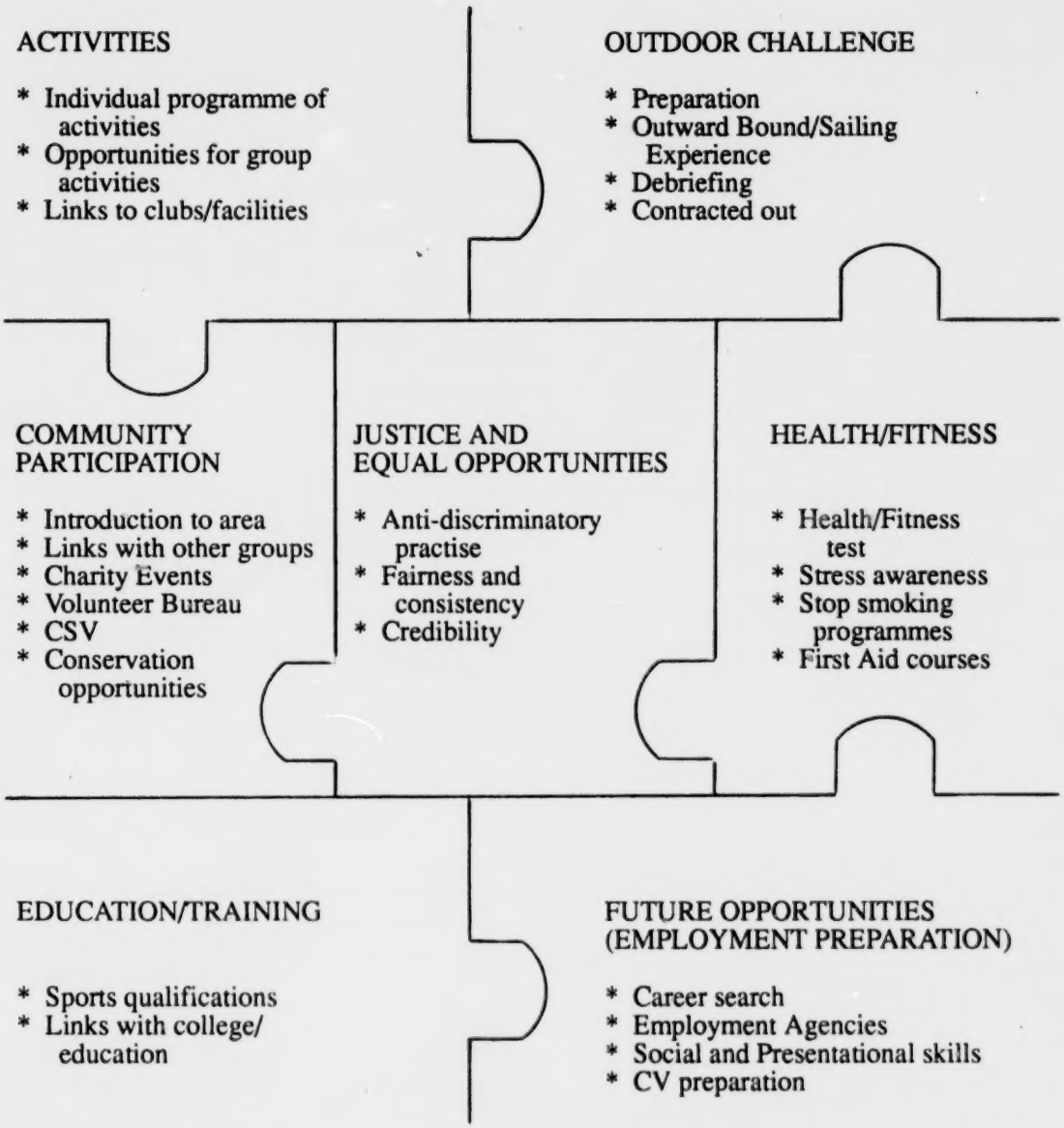
6. To contribute to crime reduction programmes including working with Hostels and Probation Centres.

How do we link into adventure activities - well, perhaps first an example of the problems of working with offenders can be summed up by a recent incident we had. The local Outward Bound Trust found they were not getting many offenders taking up places on Outward Bound. They contacted the Chief Probation Officer who called together Probation Officers to find people to go together on a one-off week's Outward Bound.

So they went back to their offices, worked through their cases, found people they thought appropriate. Dates were set and a meeting was held for those going a week beforehand. Of the 8 who were to go only 3 turned up. After rushing around they found 2 had reoffended, 1 had moved away, 1 had a part-time job and the other was no longer interested, so it ended up with getting a young man from a Probation Hostel to go with no real idea of what to expect.

Fig. 2

SPORTS COUNSELLING SCHEME



Following this disaster, I was then asked to join the Hampshire & Isle of Wight Outward Bound Association to ensure better understanding from both parties involved and we now regularly send individuals who have been through a Sports Counselling programme which has demonstrated their commitment.

New partnerships do not always run smoothly and wherever possible areas that can cause problems should always be sorted out as quickly as possible. The individuals who you are going to work with should also always be considered at the initial stages.

Individual needs to be considered by both partners

- The precise needs of priority groups must be considered
- Stereotyping of individuals must be avoided
- Appropriate awareness training for partners which explains the needs and aspirations of different individuals
- Consultation and dialogue with individuals affected must be the starting point. It is crucial to include them in programme planning.

You also need to make certain you have the agency workers on your side otherwise you end up with not enough referrals coming through.

What makes Probation Officers refer?

- Agency must fulfil needs that would otherwise be unmet
- More likely to be specialist services
- Good, clear, simple and precise information regarding service
- Personal knowledge of the work of the Agency and the individuals working for it
- A simple and speedy referral process
- Recommendation by colleagues
- Own experience of previous referrals and feedback.

The Sports Council researched and evaluated our scheme for 5 years and they produced lengthy reports on all aspects of our work doing activities with offenders and I won't go into any depth here on that, and in fact there is a workshop tomorrow on the West Yorkshire Probation Sports Counselling Scheme research evaluation. But the Sports Council found six major aspects why Probation Officers felt activities were important for the people they worked with. They were:

1. Self-esteem
2. Self-awareness
3. Confidence
4. Friendship
5. Achievement

and lastly to make individuals aware of the resources around them.

Finally, two examples of how interesting it can be to work with offenders. Three weeks ago we had a phone call from a local Rotary Club to say one of their members had run a marathon to raise money for a disadvantaged young person to take part in a sailing experience. The Sail Training Association had recommended us as they knew we could provide someone who was local and we normally would not have funds to send someone. We looked at individuals on our books and found someone who we thought would be appropriate and would benefit. The Rotary Club wanted him to go to their monthly lunch so they could meet him - that was on the Friday and he was due to sail on the following Monday. On Monday morning I got a phone call at a meeting to say that this young man had reoffended over the weekend and was locked up. If we couldn't find someone the money would be lost and I'm certain Rotary would have found that hard to understand. However, another young man who had finished his programme, walked into the office for a chat and we asked him if he was interested in sailing and did he want to go. Luckily he was a very flexible young man as within two hours he was on board the Sir Winston Churchill preparing to sail to France. The report on his return was most positive and he has been invited back to have a free voyage as a watch leader. On his return we were his first port of call to talk about his experience as he had no-one else to talk to, and he also wrote immediately to the Rotary Club to thank them.

Lastly, one of the case studies from the Sports Council report was on Stuart who was almost a self-referral because he was friendly with another client, but he had a long history of petty offences. However, in his Probation Officer's view he was not criminally minded. He was referred to gain some sense of achievement, otherwise missing from his life. He had no job, but was trying to support his wife and young child on benefits. His Probation Officer's words were: "I think the word "problem" was invented for this lad".

His main interest on the scheme was canoeing which he took very seriously. After six months he had obtained a 3-star award of which he was very proud, and joined a canoeing club. The Sports Leaders gave him an outlet to express his problems that didn't have the stigma of authority and he *knew* he'd achieved success on his own. His Probation Officer's view was that "His quality of life has improved. I don't believe he has reoffended since and his whole attitude is more mature."

Northland Support Wilderness Experience

MARTIN RINGER

Martin was formerly founder and Director of the NSWE, a bi-cultural Wilderness Therapy programme in New Zealand. The programme operated from 1985 to 1990 and its efficacy was demonstrated in an extensive and thorough evaluation conducted by Dr Margaret O'Brien of the University of Auckland.

Synopsis:

NSWE began in September 1985 as a pilot research project working with young people who were at risk of being caught in destructive and self-destructive lifestyles, and developed into a well established reputable outdoor therapeutic programme.

After four years of operation and development the vital statistics of the programme were:

Staff:	8 persons full-time
Expeditions:	11 per annum with 10 participants each
Other Clients:	Approximately 150 parents involved per annum Up to 350 other clients: trainee leaders, teachers, tutors, social workers, etc
Follow-up:	18 months for expedition participants, parents and "significant others"
Referrals from:	Social Welfare, Department of Justice, schools, work-based training programmes, parents and relatives and self-referral
Intervention type:	Bi-cultural, based on demanding 10-day outdoor expedition
Selection Criteria:	Must want to participate (ie voluntary not compulsory programme); aged between 13 years and 29 years (with some exceptions); reasonable health, minimum fitness, either sex, any race; belief that they can change

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Roles within the leader team

On each expedition there is a permanent staff member as leader, and a "contract leader" or a second permanent staff member as deputy leader.

Usually an adult "observer" also accompanies the expedition.

Contract leaders are employed for the duration of the expedition and some follow-up days, only after they have completed a 5-day intensive contract leaders' course and often not until they have also been observer on an expedition.

Observers are usually people who want to learn about The Northland Support Wilderness Experience (NSWE) model. However they often have skills such as family therapy or knowledge of things Maori, that they are invited to contribute.

Each team of leaders/observers meets prior to the beginning of the expedition to sort out roles that suit their individual skills, knowledge, personalities and established relationships. A key part of the agreement that is established is a commitment to sort out conflict between members of the leader team. This often involves a daily meeting after the "whole group" evening meeting - and often lasting until midnight! Experience has shown that clarity and congruence among the leader team is vital to the success of an expedition.

Ideally, too, the whole leader team meets prior to the expedition with the person who recruited the group, to be briefed on the important issues in the lives of each participant.

Setting up the group

When visitors to the programme meet a group during its preparation days, they often say things like "what a nice bunch of young people".

Their comments are of course quite true. The behaviour of the group in the environment of NSWE is usually co-operative, happy, cheerful and fun loving even from the first few hours. However, *exactly* the same group if placed in a normal classroom environment in a high school or in a corrective institution would surely be sullen, possibly aggressive and most certainly disruptive. The key is in the process and environment involved in setting up the group.

To set a group up to be positive and cheerful is a complex task, involving many aspects; like staff attitudes, non-verbal behaviour, and an acute cultural and personal sensitivity that cannot be simply described in words.

However, some thoughts that come to mind are that:

- all staff interact freely with participants. Administrators etc interact with participants in the same way that leaders and community team members do. "Have a cuppa tea" could come from any staff member;

- each of us seek to treat any person with whom we are spending time as *the most important person in our lives* at that very instant. Yet we also seek to be clear about how much or little time we have available to spend with that particular person;

- each staff member has their role clearly defined for each new group that we work with, and we support each other in sticking to those roles, ie clarity and consistency are vital;

- staff endeavour to be "real", congruent, respectful, caring and open in their interactions with participants. Fun seems to be a common theme too. (Quite a tall order - obviously not always achieved!)

The actual sequence of tasks in setting up a group varies significantly from group to group and leader to leader. The process cannot accurately be broken down into steps either. There are often two or three activities going on simultaneously.

Steps in the process

The first phase of setting up the group occurs during the first part of the first day and consists of:

- participants arriving
- group building exercises
- packing food
- packing packs
- health checks
- communal lunch

Participants often arrive accompanied by friends, parents, family members and/or social workers. Their companions are welcomed and offered a "cuppa". Family members, etc, leave soon afterwards. The newly-arrived participants are introduced to everyone who is in the building at the time, or given to another participant who will do the introductions. During the next few hours this participant will spend time with:

- the occupational health nurse doing a health check
- a leader doing a fitness test
- a leader showing them how to pack their pack
- other participants packaging up food for the expedition.

During this time there is a lunch break where all the Wilderness staff who are in the building that day have lunch with the group.

At some time during the first day when all group members have arrived, the whole group gets together in one place for games, learning each others' names, and often introducing themselves and being introduced to Wilderness staff. This may coincide with the lunch break. Throughout the whole time actions are taken that respect Maori cultural values, eg "grace" before meals.

In the evening a formal welcome is held for participants and their friends and families and/or social workers. This is done in a bi-cultural way. This is followed by a photographic slide presentation of a typical 10-day journey and a discussion on the sort of changes that the parents can expect to see in their sons and daughters, ie "beware".

The group either beds down on the floor of the activity room or goes home or to their boarding place for the night.

Day Two is spent on:

- communication skills training
- negotiating a behavioural agreement
- discussing the route, etc, in detail
- writing up the day book and duty roster
- being introduced to the day leader, roster, etc systems
- negotiating the basic rules for discussion group times (korero times).

The communication skills training is brief and simple and consists of practical exercises in listening, and an exercise of "stamping out put-downs".

The day also usually includes a few hours of bouldering (doing small rock climbs) in the afternoon before driving up to the first overnight camp or to catch a boat to the first campsite.

Behavioural agreements (contracting):

A behavioural agreement/contract is an agreement about behaviour made between the group leaders and the participants, between participants themselves and between leaders themselves.

Behavioural boundaries can originate from

- the institution; eg no drugs, alcohol, sex or violence
- social and cultural norms of group members
- actions required for the group to achieve its purpose (eg personal growth using the outdoors as a venue)
- actions required for individuals within the group meet their needs
- the need for the group members to maintain morale and trust amongst themselves.

Core/key elements to a behavioural agreement are that it

- is created in a consultative way so that *every* group member has a sense of ownership of and commitment to the "agreement"

- is agreed to clearly in all of its aspects by each group member in the presence of the group
- is achievable, ie "not pie in the sky"
- includes a specific enforceable consequence for breaking each "item" in the contract, eg "No Drugs" could be followed by the consequence for taking drugs, eg "get kicked out the group".

Other factors that may be useful for a behavioural agreement are that

- it is negotiated between the actual leaders who will be with the group when it is being applied
- it is kept "on top" by the group in that it is constantly referred to, (joked about!) applied and seen to be applied
- the group members themselves apply the consequences in a consultative way. It can become counter-productive if it is merely another weapon that the leader uses to gain power over the group
- its usefulness is kept under close scrutiny. The formal behavioural boundaries that are required early in a group's development are often much more rigid than those required late in a group's life. It is best to be seen to review the contract to take this into account, rather than ignore it or let it slide.
- the process of how the agreement will be "enforced" is discussed with the group.

Some steps in the process of setting up an agreement

Do this on a big sheet of paper or black/white board. For illiterate groups pictures rather than words would need to be used.

1. Establish that the group does in fact have a goal. Taking into account individual differences, eg the group goal may be in their words "For all of us to get from Cape Brett to Punaruku", yet each member may have agreed individually in the interview/selection process that he/she wants to "get my life sorted out". Yet individual differences will occur within this broad goal: for example - Alison may mean by this that she wants to stay at school for another year, but Andrew may want to conquer his physical violence and explosive temper.
2. Establish the rules of the institution, *own* them as leaders and acknowledge that they are in fact pre-conditions for being in the group. Discuss their purpose and usefulness in helping the group achieve its goal.
3. Ask questions such as: "what do you want from us" (the leaders); "what do you want from each other" (group participants) and say what you want yourself. Brainstorm the needs, then ...
4. Check on how realistic and achievable each item is. Discuss item by time.

5. Go through and negotiate consequences for breaking the agreement. Each *behaviour may need a consequence of different "severity"* eg not doing "my job on the duty roster" requires a different consequence from getting drunk on stolen alcohol. The consequences need to be negotiated carefully with the group. They can provide most of the ideas for consequences.

6. Fill in the gaps; it is useful for leaders to give examples from previous contracts, and to point out if there seems to be a clear gap in the agreement.

7. Have an "agreement/signing" time where everyone in the group including leaders and observers/visitors are seen and heard to agree to the whole contract. Have one or more group members copy it down to take with the group.

Some possible traps in using behavioural agreements

- that it becomes a replacement for normal healthy discussion on what's OK and what is not OK from minute to minute during the group's life;
- that it becomes too complex, detailed and long-winded to be practical, and instead becomes a burden to the group;
- that consequences of breaking the agreement are ignored or avoided, so it becomes a "living lie";
- that the leaders lack the skills to set up/facilitate the discussions that are essential to administer the consequences of breaking the agreement;
- that it is rigidly applied even after it ceases to be useful: ie, that it is not reviewed.

An agreement is successful if it gives the group safe and wide boundaries so that all members have the security of knowing that clear and reasonable limits have been set so as to minimise destructive behaviours.

Remember the purposes of the behavioural agreement are to enable the group to achieve its goal(s); to provide the security of having agreed behavioural boundaries; to give the freedom to act within these boundaries without fear of overstepping unspoken boundaries. Another advantage is that in the process of setting up the agreement, a whole lot of topics are brought into the discussion, eg sex, drugs, etc. After they are discussed once, they remain as discussion topics for the lifetime of the group.

Things that may be included in a Contract for a Wilderness Group are:

1. A Goal Statement - in the group's own language;

2. Limits on:
   - sex
   - alcohol
   - drugs
   - physical violence
   - destructive communication "put downs"

3. Guidelines for: safety
participation in activities
staying together
conservation
spiritual observance
duties and tasks

Sharing the power and control:

The Wilderness leaders' function is to set the environment so that the participants achieve maximum benefit from the experience, ie personal growth, learning of skills, empowerment, growth in self-esteem, and an enjoyable time.

The Wilderness Staff Leaders do this by

- developing trusting and respectful relationships with participants (and with co-leaders).
- modelling the sort of behaviours that they expect would be useful for participants;
- setting limits on safety - both physical and psychological for the group;
- teaching and instructing in the skills that the participants need at any given time;
- giving moral, spiritual and psychological support to participants in the form of listening, touching, talking, counselling and helping with tasks when appropriate;
- facilitating discussions/"huddle ups"/korero;
- negotiating boundaries (behavioural agreements) with group members;
- working supportively with the participants who are "day leaders" for that particular day;

Day leader

The Day Leader is a participant who is chosen by the group to do the routine running of the group for a 24-hour period. It can be useful for that person to have a small "support group" as a sounding-board as well.

Day Book

The Day Book is a note-book that has in it:

- the menu for the expedition;
- a list of food and party equipment and which item is in whose pack;
- tide tables and other vital logistic information;
- the duty roster.

Duty Roster

The Duty Roster is a list of tasks that need to be completed each day, along with the names of the persons who are scheduled to do those tasks each day, eg collect water, collect firewood, cook, clean campsite, dig toilet hole, etc.

Wilderness staff leaders, the contract leader and the observer are included in the schedule which is usually prepared by the participants themselves.

Relationship between Wilderness Leader and Day Leader

The relationship between the Day Leader and the Wilderness Leader team is complex, and often requires very good communication skills on the part of the Wilderness leaders. There is a fine balance between abdication and delegation, and between supporting the day leader and disempowering him/her.

It would be much simpler (but less effective) for the Wilderness Leaders to take on all of the leadership roles themselves. However empowering the young people gives them opportunities to learn which would be lost if they were put under an authoritarian system.

An essential part of the day leader system is that after the end of their "tour of duty" there is a structured discussion (korero) on "how it was", ie how other group members and Wilderness leaders responded to the day leader, and how the day leader responded to them. Clearly this discussion needs to be skillfully guided for it to be a positive "success" experience.

The purpose of the day leader, day book, contracting and duty roster systems is to put the power, authority, control into the hands of the participants. This is appropriate for matters where the participants have (or have access to) the knowledge, experience and judgment to make decisions that result in successful, satisfying experiences for the day leader and the group. However, it is not appropriate where the experience of the Wilderness leader is required, eg on matters of safety.

Tasks for Day Leaders

It would not be appropriate, for example, to ask a participant to teach Canadian canoeing skills if she/he has no experience in that. However, areas of responsibility that are often taken by the day leader are:

- administering the timing for the day, ie get-up time, rest times, discussion times, etc.
- calling the group together for meetings, meals, discussions;
- reminding each person what their duty is for that day and encouraging them to do it if necessary;
- carrying the "day book" which has in it information about who has what food and equipment in their packs and what is on the menu for the day. (This way the day leader becomes the source of information about logistics - an "important" and central role);

- linking with the Wilderness staff leader team to discuss limits on safety, practicality of various options for travel, campsites, etc;
- keeping the group together and encouraging participation in activities;
- monitoring the group's behaviour in relation to the behavioural agreement.

"Korero"/Talk Time/"Huddle-ups":

Korero is the "glue" that holds the group together, and is a vital part of the learning process in experiential education.

We used the words "korero time" to mean, "now is the time for the whole group to get together to talk".

During a korero session any of the following could occur:

- negotiating or re-negotiating the behavioural agreement;
- discussing how to administer the consequences of someone breaking the agreement;
- giving feedback to the day leader;
- deciding on logistics for the next day - route, get-up times, who will be the day leader, etc;
- sorting out conflict and interpersonal problems;
- a discussion on the day's events and how they have affected each group member;
- group members talking about themselves, why they are on the expedition, and what they will be doing in the future;
- making decisions on what to do when something unexpected has happened;
- teaching/learning sessions on practical skills, people skills (eg anger management) or things Maori;
- telling stories, jokes, singing and having fun together;
- discussing how the learnings from this expedition can be built into the everyday life of the participants once they return to their homes and everyday lives.

Korero times are vital in that they:

- regulate the behaviour of the group;
- enable decisions on logistics to occur;
- integrate, internalise learning from action and experiences;
- provide the venue for social "success" experiences for participants.

Empowerment:

Employer

Group Leaver

Participant

The essence of Northland Support Wilderness Experience is empowerment; empowerment of people to use their skills and experience to the highest level that they can possibly achieve.

This means letting people follow their strengths and abilities provided that their actions must lead demonstrably towards our reaching our goal.

It means making mistakes and trusting that we have the energy, flexibility and commitment to learn from those mistakes.

It means, for the hierarchy, letting go of the need to control and direct.

For us to successfully empower our participants, we need to experience empowerment as employees of an organisation. For the administrators, empowerment means being strong enough and sure enough of the people in our employ to be able to say to others in the community - "I think they made a mistake, but they do so much so well that I like to give them that freedom". It means being firm about learning from the last mistake - guiding them in a direction so that they can learn from it, then leaving the freedom there to repeat the mistake if that is the best they can do.

Empowerment means believing in myself - I am strong enough, capable enough, lovable enough so that no matter what happens within my organisation that might reflect poorly on me, I can support these people to do things their way.

Empowerment is not abdication of authority: it is remaining clear about the need of the organisation to be effective and efficient, yet acknowledging that my way of preventing ineffectiveness or inefficiency may not be the best for everybody. It means acknowledging and really hearing the wisdom of the people who are at the workface, or who are group participants. It means meeting them on equal terms - human to human - expressing my needs as a representative of the organisation, hearing their needs, and finding creative ways of meeting both sets of needs.

Copies of Margaret O'Brien's evaluation study of NSWE are available from Jon Barrett, Basecamp, Mabie Forest, Dumfries, Scotland, DG2 8BH

Bryn Melyn Community

Intensive Individual Therapeutic Programmes

STEPHEN ELLIOT AND CHRIS CHARLTON

Stephen is Director of the Bryn Melyn Community, an innovative therapeutic treatment centre in North Wales. Chris works as a social worker at Bryn Melyn. Both Stephen and Chris have a background of extensive experience in social work and residential care.

Bryn Melyn Community offers an innovative, proven, effective method of working with young people aged 15 years and over who are experiencing difficulty in having their needs met in other settings.

Young people who are emotionally disturbed or who are dealing with the effects of the trauma of sexual or physical abuse required skilled, individual and committed treatment on a one-to-one basis. Our treatment programmes recognise these special needs and also set out to initiate adolescents into adulthood with a fundamental understanding of the transition process.

What is this technique

Our intensive individual programmes are modelled on a psychotherapeutic method called *Cathexis theory adapted from Transactional Analysis and postulated by Aaron and Jacqui Schiff. Briefly the Schiffs believed and demonstrated that they could reframe and redefine reality for a client absorbed in a temporary symbiotic relationship with a re-parenting figure or guide.

By providing a guide to selectively re-parent a young person we aim to provide all that a good parent would give a child and therapeutic guidance on a contractually limited basis. This means that for a period of 13 weeks we will provide a therapist or guide to work on a one-to-one basis for 24 hours per day and 91 days on the run. During this time the job of the guide is to reframe and redefine real life situations for the young person so that, for example a teenager who has a problem with stealing cars begins to see cars in terms other than as potential "joy-ride" opportunities. One aspect of this work is that in its middle and later stages it needs to be highly confrontative so that the adolescent's psychological discounts are not accepted.

* Cathexis: "Concentration of mental energy in one channel".

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As a parallel process the adolescent also learns to relate in a very straightforward way with one other person - the guide. For many young people this can be the first opportunity of developing a relationship based on needs, wants and mutuality as opposed to a familiar pattern of deceit, lying, manipulation and negative attention-demanding.

Another parallel process in this programme is for young people to begin to develop a sense of self. This is especially important to young people whose behaviour is significantly influenced by peer pressure in a negative manner. An increase in self-esteem is a product not only of relating to the guide in a straightforward way but also achieving within the framework of the activity chosen to be the focus of the programme.

Why is an activity necessary to do this?

It is neither possible nor desirable to "do" therapy with anybody for extensive periods of time. We therefore design programmes around an interest expressed by the young person. This interest can be anything and includes:- rock climbing; mountaineering; canoeing; snorkelling; surfing; wind-surfing; sailing; horse-riding; swimming with dolphins; writing; transport systems; architecture, etc. The interest provides for structured activity to both guide and young person. The nature of the activity is also a major influence upon where the programme should be conducted. For example a mountain area is obviously essential for mountaineering and a coastal location for water sports. It is important that these programmes are not regarded as holidays simply because they take place at locations abroad and involve enjoyable activity.

Why go abroad?

There are a number of reasons for conducting this work abroad.

- This work is designed to be highly confrontative in its middle and late stages. Nobody likes frequent confrontation and it can be extremely uncomfortable. There is an understandable and predictable tendency to run away from such an uncomfortable experience. This work is most successful and controlled when the young person recognises clearly that it is difficult to run away. Being in unfamiliar environments, cultures and systems has a modifying effect upon the potential absconder. Having the control of a piece of sea as a barrier is an added deterrent to the avoiding behaviour of absconding.

- In attempting to break a cycle of behaviour which is unacceptable there need to be clear breaks with the opportunity to behave in that way. These programmes abroad provide a change in place, environment, living conditions, responsibilities, personal requirements and response sufficiently extensive to require the learning of new patterns of behaviour. New patterns of reaction and interaction with others follow from the environmental stimulus of markedly different locations.

- We work in the most basic way possible, taking into account the health, safety and comfort of both guide and young person. The nature of many of the activities demand a close relationship with the environment and natural forces. At various times of the year it is desirable and in some cases necessary to seek out conditions and especially climate which are conducive to success in the activity and therefore the whole programme. We do not set out to provide survival courses based upon built-in hardship. We also believe that learning is much more likely to take place when a young person is engaged in an enjoyable process.

How is this work monitored?

Programmes are carefully designed around the needs of the young person. We provide a guide who is willing to work non-stop for 91 days and whose practical and therapeutic skills match the needs of the adolescent. There are always unforeseen difficulties and times when the guide will require support, advice and supervision. We build supervision into the programmes and take a pro-active approach to problem-solving. Good planning, which is primarily the responsibility of both the young person and the guide, is allowed for at the start of the programme (usually 2 weeks). During this time and throughout the referral/admission stage, information is gathered from the social worker, other agencies, previous placement and reports to establish the therapeutic priorities. With the direction of our consultant therapists and experienced staff, specific therapeutic goals are identified at the outset.

There are two supervision sessions for the guide before departure. The guide keeps a daily log of events and encourages the young person to do likewise. At least once per week the guide must telephone Bryn Melyn Community to receive remote supervision from either the Principal or the Project Manager. After 4 weeks abroad the Principal and Project Manager will visit the guide and young person for 2 days, during which time intensive supervision is conducted. In the event of an emergency we guarantee to be with the guide or young person within 24 hours.

Conclusion

This brief introduction to our Intensive Individual Therapeutic Programmes is of necessity concise. There is considerable documentary, theoretical and practical evidence to support the method as an effective intervention with adolescents who need to change. If you would like more information or if you would like to come and discuss the programme in detail, please contact either Brendan McNutt or Stephen Elliot at the address given on the first page of this account.

PART THREE

Workshop Reports

Teams and Themes:

Workshop on Programme Design

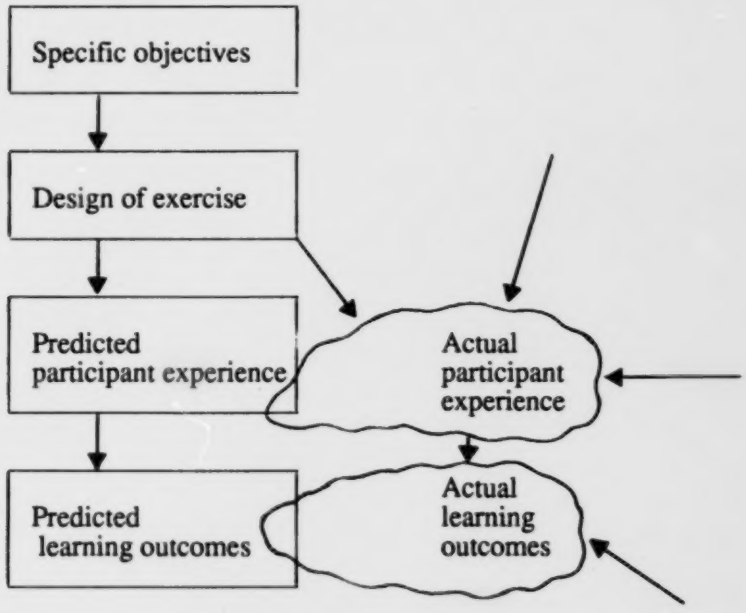
ROGER GREENAWAY

Roger was involved in developing new approaches to Intermediate Treatment work at the Brathay Hall Trust in the early 1980s. More recently with ADVICE/Endeavour, he has been promoting integrated approaches in youth social work. He is author of two handbooks, "More Than Activities" and "Playback". Roger now provides training for developing reviewing skills.

Some of this workshop was based on his handbook "More Than Activities", published by Save the Children Fund.

I presented a diagram which illustrated how carefully designed programmes (in the relatively more predictable environment of indoor management training) often produce experiences and outcomes that are not intended.

Fig. 1



Source: Boot and Reynolds, 1984: 212

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Tel: 0786 450968

I suggested that this difference between what is predicted and what actually happens might be even *greater* when programmes are:

- outdoors
- adventurous
- with young people
- who are troubled/at risk

Given the unpredictability of experiences and outcomes, this seemed to underline the importance of *reviewing* as a means of getting back on track and achieving the original objectives for which the programme was designed. But this was a workshop about *programme design* (reviewing was the subject of my other workshop).

Participants were asked to make sketches of what their programmes looked like, and were asked to wander around and find similarities with other people's programmes. Full justice cannot be done here to the variety of programmes represented (or to the discussions that took place) but it was interesting that *some programmes were exclusively about aims or objectives and that some were exclusively about activities*. Most mentioned both aims and activities in various proportions.

Issues (discovered, presented or discussed)

The language of programmes

Who needs to understand programmes? Staff from different agencies? Young people? Funders? Parents? Is it possible to express programmes in plain English that everyone can understand? Or is it necessary to produce different versions of the same programme to suit different audiences?

No aims shown on the programme

When there are no aims on the programme is there not a risk that activities take over and the aims get forgotten, with neither staff nor young people understanding why they're doing activities?

Lots of aims and objectives on the programme

Is there a risk that any and every activity is relevant to the aims and objectives, and that it doesn't really matter what you do or when - because everything is automatically "relevant"?

One aim/objective shown on the programme

At least everyone is clear about what they are doing, or is this one aim so vague that it is not very helpful? Or is this one aim quite clear, but insensitive to the fact that each individual may have different needs, concerns, priorities, etc?

Themes

I suggested that some of these issues could be resolved by using a single theme which made sense to everyone involved. For example, *"Making yourself at home"* was a theme for an adventure-based course with a girls' group, each of whom were soon to leave a children's home and set up home in smaller units (shelter-building was the climax of this programme).

Another example: *"The Wall"* was the theme of a programme for an intensive I.T. group. It was to make use of music, drama and adventure activities (the wall, abseiling, climbing etc) as a way of devising and practising strategies to overcome barriers - and linking this to "walls" or "barriers" in their lives.

The "Barriers" theme is described in a section on "Themes" in my handbook "More Than Activities".

Teams

I suggested that it is easier for a staff team to work together on a programme when there is a central aim or a theme that all staff and all young people understand and support. In the likely event that a few unpredictable things happen and the programme needs to be changed, then this common understanding around a central purpose makes it easier to adapt and change the programme.

I expressed the view that fundamental agreement on one aim or theme by all concerned, was far more important than agreeing the details of a programme. I also emphasised the importance of thorough negotiation and preparation with *all* staff and young people to be involved in the programme, so that all are committed to it and have some sense of ownership.

I didn't quite get round to expressing my dislike for the idea that programmes are "provided for" (or worse, "delivered to") young people. I prefer to think of programmes as the means by which commonly agreed purposes can be achieved. If there is a self-reliant adventure on the programme, for example, it is the young people who are "delivering" it and making it work. Young people are definitely part of the delivery team!

Reference

The above diagram originates from Boot, R and Reynolds, M (1984) "Rethinking Experience Based Events" in Cox, C and Beck, J (1984) Management Development: Advances in Practice and Theory, Wiley.

Further information

Refer to the end of the report of Roger's reviewing workshop for further information about his other publications and about the staff training and consultancy which he provides.

Sailing Adventures:
A Workshop on Sail Training with Young People at Risk

FIONA McCORMACK

Fiona is a Lecturer at Buckinghamshire College specialising in courses on outdoor recreation, water-based recreation and youth leisure provision. She has previously worked as a sailing instructor with Fairbridge Drake and the Ocean Youth Club. Fiona is currently researching the use made of adventure-based work with young offenders and young people at risk of offending as part of a PhD research project.

This workshop aimed to introduce youth workers and adventure providers to the benefits that sailing adventures can offer as part of adventure activity programmes for young people at risk. The session covered the following points:

- Sailing Adventures, the background
- The Sailing Environment
- Sailing Adventure Providers
- Aims
- Main Benefits
- Selecting a Sailing Adventure: Factors to Consider
- Summary of Providers
- Evaluation of the Experiences
- Use with other Adventure Programmes

The Sailing Adventure Experience

Arguably sailing expeditions offer a unique experience for young people and can contribute to their development both on a one-off basis and as part of a wider youth programme. Although the experience may differ in context, from the large sail training schooners of the Sail Training Association (which carry a crew of 55 people) to the smaller sailing vessels (for example those of the Ocean Youth Club, which are crewed by about 17 people), the basic opportunities for youth development are very similar.

Adventures under sail combine the benefits of residential projects with the unknown factors such as destination and discovery. The environment offers an intense atmosphere to explore oneself, one's relationships with others and our perceptions of our own and other people's ability. Most voyages will last for a week with some five-day and some longer projects available. Generally anything much shorter will not be long enough to realise the full benefit from the experience.

An outline of the experience is offered through the publicity produced by the providers. I have selected 2 of the largest providers to compare their content:

Fiona McCormack, 12 Sheephouse Road, Maidenhead, Berkshire, SL6 8ET

Sail Training Association (STA)	Ocean Yacht Club (OYC)
1. Sailing Skills	1. Sailing Skills
2. Watches of 13	2. Watches of 4-6 people
3. Deck work	3. Deck work
4. Work aloft	4. Domestic work
5. Living at close quarters	5. Confined living space
6. Night sailing	6. Night sailing
7. Navigation skills	7. Navigation skills

A common feature for all sea-going adventures is the unpredictability - weather dictates all of the conditions. On a ship, unlike many other adventures, sometimes things have to happen and there is no time to stop and reflect, there is a natural sense of urgency. Discipline can be imposed by the elements.

What are the objectives of Sailing Adventure Providers?

In order to establish a satisfactory picture of the role and purpose of sailing voyages it is important to analyse what the providers set as objectives for their projects. The objectives will offer an insight into the motives and rationale for their provision which will, of course, affect the style of the project If "training" is used in the terminology we may conclude that the experience will stress the benefits of discipline and order. If "development" is used we may decide that these projects will be more geared towards a youth work personal development programme.

For these reasons I would like to consider the stated aims of 3 sailing projects, the STA, the OYC and the London Sailing Project. These organisations represent the larger providers and offer rather different projects.

STA: (Run 2 large Schooners which take a crew of 55 in a single sex environment)

The stated objective is to develop maturity and social awareness in young people. This is further developed to suggest that they:

"offer an unparalleled opportunity to develop personal skills by combining a wide range of tasks with high levels of responsibility and team work".

London Sailing Project: (Smaller vessels, particularly for London area boys, single sex crews).

Founded by Lord Amory, the stated aim is to:

"provide opportunities for boys to acquire those attributes of a seaman, namely, a sense of responsibility, resourcefulness and team work which will help them throughout their lives".

Ocean Youth Club: (Many regional based vessels for crews of 12-18 people, mixed crews normally).

The OYC exists to provide equality of opportunity for all young people to develop responsibility and knowledge about themselves, others and society. The enjoyment and adventure of life at sea can help young people to learn:

- A sense of equality and fairness
- Understanding of the needs and different backgrounds of others
- Responsibility for their own decisions and actions
- Teamwork and mutual trust
- Awareness of the environment

These objectives can be used by potential clients to identify the type of skills that will be stressed during the experience. By analysing what these mean in terms of skill development we can decide on the suitability of particular projects.

Skill development

From the 3 sample objectives it is possible to define some common ground on skills development:

- Responsibility
- Team work
- Personal/Social skills

These clear areas will be added to by domestic and sailing skills acquired. The use of sailing adventures can therefore be seen to offer young people the opportunity to develop in the following aspects:

- Practical sports skills
- Domestic skills
- Personal development
- Social skills
- Team work

How will these skills be developed?

The skills identified will be offered through the environment, the activities and the leaders. Some skills will be practical taught skills which can be measured in terms of competency. These may include the sailing techniques involved in steering, hoisting, lowering and stowing sails. The successful candidate can, if desired, work towards a recognised certificate of competence for these skills awarded by the Royal Yachting Association. Other domestic skills such as cooking and cleaning may be informally taught and can be more difficult in the moving and cramped environment.

Less easily identified skills are frequently the result of observation, facing challenges or specific sessions. Many skills are developed simply by the opportunity to observe others, often leaders, in all aspects of the voyage. This element is particularly strong when the crew is of a mixed background and the staff are volunteers. Young people may alter their perceptions of classes or professions through observing them in a different role or environment.

Selecting a best option - factors to consider

So far we have outlined and contrasted the objectives and environment offered by some of the main providers. Although the basis is similar the end result may be quite different. Sailing Adventures can be and usually are very successful in terms of personal development for young people.

However as with anything else every programme is different and may be more suitable for some young people than others. To help you make the important selection I would like to identify the main factors when making such a decision.

Size of Boat and Number of Crew:

The largest provider in terms of boat size is the STA, which carry a medium sized community of 55 people; obviously the young people may not get to know all of these individuals so well and a more introverted personality may be inhibited by the large and strange environment. The largest provider, the OYC, specialises in smaller boats and groups of 12-18 people. These groups can be very claustrophobic but nobody can become "lost" in the crowd. Relationships in such a tight atmosphere have to be resolved and work.

Mixed or Single Sex Crews:

Due to sea-going traditions many sailing providers still offer a single sex environment. This is arguably less difficult to manage and will allow girls to be pushed to carry out all of the tasks. All male crews allow more successful bonding it has been suggested. Indeed, due to the very close living conditions some young people at risk may find the mixed crew too difficult to cope with and find that they lose out on other benefits by this preoccupation. Alternatively a mixed crew can forge greater respect and understanding of the needs, strengths and emotions of the opposite sex.

Style:

Some boats still stress "training" and discipline, others development and youth work. Some have uniformed staff and an obvious hierarchy, others are more open. The style of the organisation will affect the approach of the staff, although all staff are different and boats under different leadership may operate slightly differently.

Age:

Most providers offer sailing for 14 to 21 year olds, others extend as far as 10-15 year olds but in separate sub groups. You will need to weigh up the benefits of either a wide age group or a smaller sub group. Wider age groups can help everyone to develop a better relationship with young people of different ages and demonstrate that age is not always important.

Duration:

Previously I suggested that although short courses are a great taster, to really see the benefits a 5-day or longer programme will be required. It takes a couple of days for individuals to adjust, break down barriers and to get their sea legs. Then other skills and experiences can be enjoyed. However, longer than 10 days can be too much as a first experience since sailing can be physically demanding and claustrophobic.

Groups or Individuals:

Most sailing providers will allow you to book an entire boat and make up your own group or send individuals to join a mixed crew. You must therefore decide whether you send a small group to join a larger group, fill an entire voyage or send an individual. By sending an individual they will benefit from meeting new people from all walks of life, but this may be too much for a nervous and introverted young person with little self-confidence.

Small groups will therefore overcome this problem offering moral support whilst still requiring that they mix with a wider group. The problem with sending a small group is that they may avoid contact with others, staying as a clique.

Alternatively you can decide to organise your own group and go with them. This is an ideal way of using adventure training for personal development sessions, to build up to the experience and to witness at first hand the group's performance. It may be particularly suitable if you need to build a team from a new group of young people. However, the benefit of mixing with young people from different backgrounds will be sacrificed.

Cost:

The costs of voyages are fairly similar across the providers. Many organisations can help individuals with bursaries for their voyage fees and the basic cost is between £30 and £60 per day depending on the time of year and the destination. This will cover all food, equipment (except Wellington boots and sleeping bags) and supervision/instruction.

Evaluation of performance - methods

Depending on the type of project chosen, you will be able to evaluate the results of the experience in several ways:

Certificates of Competences:

Skills which can be assessed may result in certificates gained or log book entries completed. These will indicate the level to which sailing skills have been achieved. Some organisations also give successful completion certificates for the voyage itself. This will simply indicate that the young person has played a full role in the voyage. Sailing skills usually lead to the award of the Royal Yachting Association (Competent Crew Award), although experience and skills for this may take several voyages to achieve the certificate.

Appraisal Forms:

Many organisations will provide a formal assessment of the young person. This will vary from organisation to organisation in structure and content. These forms can be helpful for post course debriefing sessions.

Self Assessment:

Some organisations request that young people complete a questionnaire and short report on their evaluation of the experience. The feed-back from these reports can again be useful in a post-course debriefing. The use of self-assessment has been further enhanced by the use of pre-voyage evaluation; this will give a before-and-after insight.

Using sailing adventures as part of expedition programmes

Sailing ships were the traditional method of transport. They offer many unique features for youth work, in terms of environment and the access they give to expeditions and exploration. Many adventure projects can be enhanced by using sailing ships as the method of transport; for example a voyage around Skye could include some hill walking, abseiling, a bivvy and a raft racing project. Sailing ships provide a great base for all sorts of long and short duration expeditions.

The use of integrated sailing projects has been introduced and many organisations now offer the experience as part of the Duke of Edinburgh's Award Scheme expeditions. Other organisations are becoming increasingly aware of the potential that sailing adventures can have as part of an integrated approach to adventure activities for young people at risk.

Summary of the main providers

Name	Description	Address
STA SCHOONERS	2 large schooners, the *Winston Churchill* and the *Malcolm Miller*. Single sex voyages	2a The Hard Portsmouth Hants PO1 3PT 0705 832055
OCEAN YOUTH CLUB	10 large yachts from regional bases 12-14 years, mixed	The Bus Station South Street, Gosport, Hants 0705 528421
SHAFTESBURY HOMES ARETHUSA	75' ketch 13-21 years	Lower Upnor Nr Rochester Kent ME2 4DX
CIRDAN TRUST	3 yachts on the East Coast 10 years + mixed	Fullbridge Wharf Maldon, Essex CM9 7LE 0621 851433
FARAMIR TRUST	3 yachts Mixed crews	The Vicarage Blackhall, Hartlepool Cleveland TS27 4LE 091 586 4202
KENT SEA TRAINING ASSOCIATION	55' yacht - *Ramsgate* 16-24 years, mixed	c/o Sally Lines Marine and Technical York Street, Ramsgate, Kent 0843 595566
LONDON SAILING PROJECT	3 ketches over 75' and a 57' yacht Boys only 15-20 years	Universal Shipyard Crableck Lane Sarisbury Green Southampton, Hants 0489 885098
FAIRBRIDGE	Schooner *Spirit of Scotland* 16-25 years as part of scheme	5 Westminster Bridge Road London SE1 7XW 071 928 1704

Relevant Adventures:
Rooting Programmes in the Community

Workshop Report

HUGH CAMPBELL

Hugh lectures in Community and Youth Work at the University of Ulster. Previously he managed "Passport to the Future", running personal development programmes with young people from Belfast and Derry around the themes of Adventure, Challenge, Responsibility and Co-operation. He has recently established "One Step Beyond", an organisation using Ropes Course work to facilitate personal growth and development.

Hugh showed a selection of slides illustrating aspects of young people's lives in Belfast. He has provided the following combined summary of his case study presentation and his workshop.

In many ways young people in Belfast are no different and face issues that are no different from their peers in other major cities in these islands. Youthful desires and ambitions, the experiences of leaving school, taking part in a training scheme or dealing with unemployment, falling in and out of love, leaving home for the first time, having a drink and a laugh are probably similar whether you are in Belfast or Birmingham. It is important for me to say that, because when you look at some of the grimmer images in the slides I am going to show, I want you to go beyond the reflex thought - "that's Belfast - it's nothing like that over here".

Where there is difference is that young people in Belfast have been part of what Ed Cairns described as "the largest period of concentrated civil disturbance to have hit the western world in modern times". Euphemistically we call this our "Troubles". I believe that they have had a profound impact on the lives of many young people. In some areas of Belfast the constant threat of violence combined with political stagnation, poverty, low levels of academic achievement and subsequent reduced opportunities, combine to create a harsh environment.

However, within that environment young people seek out adventures and I would like to show some images and talk about some of these adventures as a way of getting us to think about the sorts of ingredients we design into our programmes.

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The first few slides show young people building bonfires - an annual tradition in Protestant communities. Now this is an activity that is viewed as an extreme nuisance by some people living adjacent to the bonfire site as rubbish is gathered up. The annual bonfire also has its place as part of a wider sphere of activity in the Protestant community - with Orange Parades and the 12th of July being the centrepiece. As such it can be interpreted in different ways - as a strong cultural tradition, as something connected to birthright and political allegiance - or events which manifest one section of the population's attempt at ascendancy over the other. Viewed from different sides of the same street, bonfire building can be seen as an opportunity to celebrate or an occasion to oppress. I acknowledge this - but just for now I want to talk about bonfire building as an adventure.

In building a bonfire there is planning and teamwork linked into a sequence - where to gather materials, what tools are needed, what territory is to be covered in the hunt. This takes time and is carried out over several months. As the 11th night (the 11th of July is bonfire night) approaches, new roles emerge as the rubbish needs to be assembled into an impressive design. The site may need to be protected from raids by rival gangs.

There is ongoing evaluation - progress is discussed and comparisons made with work on the sites. As you can see from these images there is considerable effort and a willing sacrifice of labour. This particular bonfire is over 60 feet tall. Construction was a test of ingenuity and courage.

There is plenty of fun to be had too. For some of those involved, "guarding" the bonfire site means sitting up all night chatting to friends, sharing food and a drink in a specially constructed hut.

This adventure has a climax too - the 11th night when the pyre is lit and people from the neighbourhood gather to watch the flames. There is food and drink, and acknowledgement and praise of the effort involved. Like many adventurous programmes participants are left with memories, opportunity to reminisce and develop tales to carry through to the following year.

I am sure bonfire building in Belfast was not what the Hunt Committee had in mind in 1986 when it reported on "Outdoor Adventure and Challenge for Youth". This group described the importance of the following elements:

RISK	-	so that participants learn not to be afraid
HARDSHIP	-	so that participants learn to overcome difficulties
INTENSITY	-	that emotional experiences are important
ENJOYMENT	-	that there is fun
EVALUATION	-	to draw lessons from the experiences to apply to future judgements.

The challenge for workers is to find ways to bring these ingredients to their programmes in a way that attracts young people away from the unwanted adventures they sometimes generate for themselves.

In between 1989 and 1992 I managed a personal development programme for 18-15 year olds in Belfast. It offered intense three month programmes with follow-up work. Many of the participants were people who had been in trouble. The staff team viewed all participants as a resource to be developed. Work emphasised potential and ability whilst helping individuals tackle personal difficulties. We believed in the importance of helping people reach out to other aspects of society than those they had known.

Protestants and Catholics visited each other's neighbourhoods. People travelled over "the border" for the first time in their lives. Expeditions and traditional outdoor pursuits were undertaken. However we had a broad view of what adventure meant. For Derek, who had proven his "physical bravery" in street fighting, the process of tracing his natural mother (Derek was adopted) involved formidable challenge on a psychological and emotional level. For Sandra, being able to make a speech in front of a group meant taking risks she had avoided for a long time.

Staff respected the views and abilities of each participant. We wanted our programme to be challenging, to foster responsibility. We felt it was important that it was prestigious - it had to have significance for participants. Successes were celebrated, there was much fun and laughter.

A key strength in this work was the fact that it was *rooted in and around the communities the young people lived in.* In a staff team of ten, half the workers came from those same communities.

Perhaps the greatest strength of the project was its ability to foster the commitment of young people to a programme within which they could construct powerful adventures to meet their needs.

Coming to this conference as a youth work practitioner with limited outdoor skills (I once canoed down the River Roe upside down!) I am keen to join the discussion on how large immaculate outdoor centres offering standardised programmes support the lives of young people in the inner city. I believe in adventure. In looking at the bonfire builders, the group on the street corner, the guys who joyride in cars, we need to remember that young people:

> *flock to activities that protect them, nurture them, and respond positively to their needs and interests. Programmes and policies based on the perspectives of youth acknowledge youth as fearful, vulnerable, cynical, and lonely but also frame them as capable, worthy young people eager to grow up to a healthy and productive future".*
>
> *(Heath and McLaughlin, 1993).*

Informal Outdoor Education:

Workshop Report

GRAEME TIFFANY

Graeme Tiffany is the Project Worker for the Teviot Youth Project in Tower Hamlets, East London. The project is largely street based and aims to facilitate educational, leisure and training opportunities through a variety of mediums including adventure-based work.

Graeme has worked on and developed a number of environmental and adventure-based projects including a 4-year programme "Impact Outdoor Activities for Youth" based in Poole, Dorset and sponsored by the Rank Foundation.

The workshop "Informal Outdoor Education" focussed on the particular characteristics of a synthesis between informal education and outdoor education. The rationale behind this was grounded in the recognition of the particular value of each of these disciplines in working with young people "at risk" and/or "in trouble".

The workshop's aim was to introduce a model of effective, educational work in their area of need.

Attention was paid to the unique ability of so-called informal outdoor educators to make contact with young people "at risk" through detached and outreach youth work approaches.

Particularly important were the positive and appropriate relationships needed in their kind of work, as was the need for a negotiated curriculum.

An emphasis on process rather than product and learning rather than activity are the dominant philosophies in informal outdoor education; although the workshop recognised the value of product orientated, structured elements (as used in development training) or energizing the informally determined curriculum.

Ellis' model (1990:94) showed the great potential of working in this "mid ground" of the informal-formal continuum.

Evaluation based on outcomes and dialogue-centredness were consolidated with a focus on transferability and the link with home.

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A reflection-action, progression-continuity model was promoted as the most effective way of moving toward an aim of development and ultimately mutual aid.

In the spirit of dialogue, group discussion focussed on the "hand-in-glove" nature of informal education and adventure education.

The very great need and importance of creating effective networks and partnerships between clients, youth workers and outdoor practitioners (who are often based in isolated environments and centres) was highlighted by all.

This partnership extends to exploration and agreement of ethos, aims and programme between all parties.

One way of creatively working with this often large geographical gap, was to employ *satellite* outdoor education workers who could develop client-centred approaches with local community agencies.

Relationships were seen by all to be the bedrock of any successful initiative. Positive and appropriate, non-authoritarian relationships reflect and indicate mutual trust and respect between client and worker. One sticking point, however, was the difficulty faced by certain practitioners, eg teachers and probation officers in moving out of their normal, formal relationships with young people. It seems the authority/power dynamic is in evidence here and further analysis of such problems is needed. Workers experiencing this kind of frustration were particularly in need of the support engendered by effective partnership.

Negotiation needed to be extended to expectations in order that these are not solely engineered by workers.

Transferability was a key element in ensuring real outcomes and this was particularly important in order that "living for the moment" philosophies could be extended to ensure benefits continued on after the adventure experience.

Residential and shared experiences were highlighted as good training for social skills. They provided opportunities to work on and develop such things as personal profiles which could be used in job-seeking.

Offering alternatives and choices were effective ways of promoting alternative forms of status to those normally experienced by the individual in the context of their peer group.

Discussion focussed on the participative, informal nature of effective practice, which in all cases needed the benefit of time to prosper and develop. Activities were clearly seen as a medium or vehicle for educational development and *not* an end in themselves.

References

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Five Generations of Facilitation

Workshop Report

SIMON PRIEST

Now Professor and Co-ordinator of Outdoor Adventure Classes at Brock University, Ontario, Simon did a PhD in outdoor education at Oregon University and taught at Texas A & M. He also directs CATI, the Corporate Adventure Training Institute near Niagara Falls. (CATI is a non-profit research centre funded by organisations who send their employees for personal and group development).

Simon's publications include "Adventure Education" (with John Miles) and "Safety Practices in Adventure Programming" (with Tim Dixon).

This workshop involved a discussion of the competences needed by facilitators working with young people at risk in recreational, educational, developmental and therapeutic contexts.

The workshop looked at the facilitative techniques of:

FUNNELLING -	using a directed sequence of review questions after the activity experience
FRAMING -	introducing the activity to make it meaningful to the participants' own reality so that they are able to practice new learning throughout the experience.
FRONT-LOADING -	identifying and emphasizing key learning aspects before the activity experience takes place.

The following diagrammatic models were presented:

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GENERIC CORE or FACILITATIONAL (Soft Skills):

the competences necessary to enable learning for clients engaged in various adventure experiences

RECREATION and ENTERTAINMENT	EDUCATION and ENRICHMENT:	DEVELOPMENT and TRAINING:	THERAPY and COUNSELLING:
to enjoy or learn skills	to generate awareness	to improve behaviours	to reduce dysfunction
Facilitators need to be capable of:	*Facilitators need to be capable of:*	*Facilitators need to be capable of:*	*Facilitators need to be capable of:*
instructing clients (on the technical skills of the adventure) so that clients can have fun, be safe and care for the environment	**debriefing** (helping clients reflect on their experiences by several means such as writing poetry and journals, creating skits and art, discussion with others or solo contemplation)	**framing** activities in an isomorphic manner (introducing activities so that they are a more meaningful and more relevant representation of the client's reality)	**frontloading** (or emphasizing learning before the activity) by specialized **indirect** methods such as use of paradox and double binds (very useful for clients in denial state)
monitoring client adherence to certain philosophical and ethical considerations (challenge by choice or full value contract)	**funnelling** (guiding clients' reflections by asking a sequence of deliberately focused and directed questions after the activity)	**enhancing transfer** (by such techniques as using natural or real consequences and including significant others or past alumni in the programme)	accepting that the **safeguarding** of a client's emotions is of paramount importance (much more so than in any other situation) and that this, above all else, governs ethical decision making
refereeing client infractions of the rules or task constrains associated with the adventure activity	**frontloading** (or emphasizing learning before the activity) by **direct** methods such as reminding clients of their commitments, highlighting function and dysfunction, or examining objectives and client motivations	helping clients commit to **change** by action planning or pledging new and different behaviours for future	
contracting with clients to establish and adhere to acceptable or "correct" behaviours	assisting clients to **set personal goals** and define their own level of success and failure by using S.M.A.R.T. (specific, measurable, achievable, realistic and time-referenced) goal setting methods	**following-up** to see whether action plans or S.M.A.R.T. goals were met over the short and long terms	
observing client behaviours and group dynamics to seek out all critical incidences worth talking to clients about (or debriefing)	**generating group awareness** by client sharing of metaphors: (similarities between adventure & real life)		
having **experienced** the adventure activity beforehand in the role of participant (in order to develop empathy for the client)	+ EVERYTHING IN COLUMN AT LEFT	+ EVERYTHING IN COLUMNS AT LEFT	+ EVERYTHING IN COLUMNS AT LEFT

Note that these lists do <u>not</u> include any of the six leadership **meta-skills** (flexible style, professional ethics, effective communication, decision making, problem solving and experience-based judgement).

FIVE GENERATIONS OF FACILITATION:

GENERATION:	1st	2nd	3rd	4th	5th
	Let the experience speak for itself	Speak on behalf of the experience	Debriefing the experience	Frontloading the experience	Framing the experience
INCREASING COMPLEXITY AND SOPHISTICATION OF THE PROGRAM	Recreation	Education		Development	Therapy or
	Learning and doing	Learning by telling	Learning through reflection	Direction with reflection	Reinforcement in reflection
TYPICAL FACILITATOR COMMENTS ASSOCIATED WITH EACH GENERATION	*That was great! Good fun! Well done! Now let's try something else!*	*You've learned to cooperate, but could have benefitted from having a leader this time! Communication is poor: everyone is talking and no one is listening to anyone else! Trust is improving: no one seemed to worry about being picked up by the others this time!*	*What happened? What was the impact of this? How did that make you feel? What did you learn from this? What aspects of this activity were metaphors for your life? What will you do differently next time?*	*What do you think this activity might teach you? How could this learning be important or help you in the future? Do you recall from past activities what each of you pledged to work on? Which positive behaviours may help you in this activity? Which negative ones may hinder you?*	*Spider's Web: welcome to "temptations at school" where the holes represent subjects of study and the strands are temptations which tend to catch us and hold us back. In an attempt to pass exams, students will be helped through a subject of study with support from their school friends....*
	Change is NOT programmed for	Change is RESISTED	Change comes AFTER activity	Change comes BEFORE activity	Change comes DURING activity

...Each student should select and pass through their own subject of study taking care not to get caught up by a temptation. If you succumb, you may get transfered to another subject and begin your study anew.

Back to Basics (Adventure Revisited):

Workshop Report

PHILIP ROYCROFT

Philip works for ADVICE/Endeavour, the training and consultancy network which supports those who work with young people at risk. ADVICE/Endeavour publications include "More than Activities" and "Playback - a Guide to Reviewing".

In this workshop I invited people to recall and to a limited extent relive a childhood adventure. In sharing the experience, and in particular the feelings associated with those memories, it became clear that the activity itself had little or no intrinsic adventurous value. What made it adventurous for us were the factors surrounding the activity, the element of risk, being stretched or challenged, the sense of moving into new territory, external or internal, and above all the insights into ourselves.

The activities which people recalled included canoe journeys, mountain expeditions, and perhaps more surprisingly, putting a fire out at home, stealing apples from an orchard and milk from a doorstep, and a gentle walk with a parent! Adventure Education or Outdoor Education does not have a monopoly on adventure. Young people at risk or in trouble have often experienced a greater sense of adventure in their relatively short lives than most of us will in a lifetime. Of course those adventures may not be wanted at a personal or societal level, but they are accessible and very real.

I can remember when adventure was spontaneous, unpredictable, sometimes hilarious, and more than a little raw! About the same time that theoretical models, competences and professionalism were associated with activities such as banking and the civil service. What happens when an attitude or approach is transformed into an industry? Can the magic survive?

The more that we attempt to name or contain the "adventure activity", whether by using the language of competences, mystical rationale, or the packaging of clothing and equipment, the further we remove ourselves from those we are attempting to reach. The perceived artificiality of the "adventure activity" may inadvertently result in dis-empowerment. The discipline, language, clothing and equipment I suspect, has more to do with our desire for power and status, and less to do with a genuine desire to transfer ownership to young people. Ultimately we can not empower young people without giving up power ourselves, and that means starting from where they are at, with their language, their traditions, and their reality.

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If we consider that young people are passive victims of poverty and deprivation and that our job is to bring motivation, adventure and meaning to their lives, then we risk becoming part of the problem. Their "problem" becomes our reason for existence. Our reputations, status and power personally and organisationally, are dependent on that "problem". Someone coined the term - "paradoxical counter-productivity" to describe this phenomenon, this mutual dependency. They have no doubt copyrighted the phrase and used it to enhance their own status! They suggest that as our organisations grow so do the problems they were designed to address, and not vice versa. This concept may help to make sense of public sector cut-backs! Although I refer to this wonderful example of jargon with tongue in cheek, I suspect like most jokes it contains a grain of truth.

We need to be open and clear about our motivation for working in this area. Because we believe in what we do, and can see evidence that learning is taking place, this does not mean that change can be sustained once we are no longer there. A programme is only as good as the quality of the connections which the young people make between what *they* have experienced with us and the reality of *their* lives. The single most important factor which influences the quality of these connections is the level of ownership which they feel for any programme or intervention involving them. We can encourage that sense of ownership by making our work more accessible, dismantling jargon and having the confidence to start over again every time we work with a different group, or in a different community. We need to develop "real" partnerships with those who work and live in those communities, and empower them by valuing and building on the resources, skills and creativity available to them, and not by providing things which are associated with a lifestyle that is for ever beyond their reach.

> *Experience is not what happens to you, but what you make of what happens to you.*
>
> *Huxley*

If young people can conjure something from nothing, and realise that the magic came from within, if they can make things happen, rather than being paralysed by the scale of their problems, then they have taken a big step towards recognising their potential as active participants, rather than passive recipients. For us it may well require a different style of leadership, a move from "charismatic, outdoor enthusiast" towards "facilitator, enabler, coach". For our organisations the challenge should be less to do with winning the presentational argument and empire building, and more about owning up to our limitations and challenging some of the assumptions which underpin our approach to this area of work.

We need to remind ourselves that the vast majority of young people for most of the time, employ extremely successful strategies for finding their way through what is a very confusing and often hostile environment into adulthood. We should take a greater interest in helping them to appreciate and apply those successful strategies to the areas of their lives where they are most at risk.

> *Sometimes only the smallest of changes is necessary to set in motion a solution to the problem.*
>
> *Solution Focused Brief Therapy*

"LEAP Confronting Conflict" in Feltham YOI

NIC FINE

Nic has worked for LEAP Confronting Conflict, over the last five years designing and facilitating programmes for the youth and prison services. He co-wrote (with Fiona Macbeth) "Playing with Fire" and "Fireworks", two groupwork manuals for youth workers on the creative use of conflict. He is currently facilitating a leadership training programme with staff and prisoners at Feltham Young Offenders Institution and Remand Centre, using the adventures of groupwork and drama to explore anger and conflict resolution.

Violence poses a continual problem for prisons. It takes many forms, including disturbances and riots, attacks on officers and prisoners, self-mutilation, suicide and vandalism. The incidence of assaults by inmates on staff and fellow inmates has been rising over the past few years. There is evidence that rates of violent incidents are adversely affected by overcrowding, and following reversals of key sections of the Criminal Justice Act 1991, the prison population is again rising.

Her Majesty's Chief Inspector of Prisons voiced concern about the level of prison violence in his Annual Report for 1991-1992. He called for "programmes including assertiveness training and life skills ... for all victims and potential victims" and "appropriate programmes in control of anger and aggression ... for known and suspected bullies".

An initiative established by LEAP Confronting Conflict is attempting to address these issues.

Feltham Approaches to Conflict

Over the past two years Leap Confronting Conflict have entered into a three-way partnership with the Sir John Cass's Foundation and Feltham Young Offenders Institution and Remand Centre, to initiate a new programme, Feltham Approaches to Conflict.

Feltham is the biggest YOI in Europe, holding approximately 500 young men on remand and 300 convicted prisoners. Over the past few years, the YOI has been in the spotlight due to the high number of inmate suicides and evidence of inmate to inmate bullying on the wings.

Building on LEAP trainers' experience of running workshops in Pentonville, Holloway and Grendon Prisons, the Feltham Approaches to Conflict initiative includes:

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- **Staff workshops** - working with uniformed and non-uniformed staff in looking at conflict in the lives of the young men within and beyond the prison through inter-active group techniques. The emphasis is on multi-disciplinary work and team building in a series of two-day workshops.

- **Inmate training workshops** - working with groups of inmates in intensive 3-day workshops looking at anger management and alternative strategies for coping with conflicts. Each of the inmates' workshops has inducted volunteers from the staff teams, out of uniform, working alongside inmates and Leap trainers.

- **Community meetings** - held with staff and young men on the Unit.

Progress

LEAP trainers Nic Fine, Jo Broadwood and Rene Brown plus three apprentices, have worked intensively for seven months at Feltham. Working with staff on one remand unit holding up to sixty young men, they have looked at team building and explored anger and conflict resolution techniques. Volunteers from the trained Officer team then worked alongside the LEAP trainers in workshops with prisoners looking at what hooks us into situations of conflict, and how we handle our anger.

LEAP Trainers have now run workshops with nearly 100 young men, in intensive 3-day sessions. Prisoners who are on the remand unit long enough can progress through a *Leadership* to an *Advanced Leadership* workshop, addressing the questions "Who is taking the lead in your life?" "How can you become a leader in your community, here on the Unit and back at home?" Prisoners get the chance to explore the issues through games and exercises in the workshops, then take their new skills back into the Unit, running small groups in regular community meetings. Community meetings are led by LEAP trained Officers and give a chance for prisoners to explore current live issues on the Unit, and to come up with creative solutions.

The LEAP team have come up against some of the tough issues of running a programme on a Remand Unit; the turnover of inmates, Officers having to absorb and implement a range of new regimes, and staff shortages causing abrupt changes in plans. However, participation of the young men and their responses in evaluating the workshops make it clear that LEAP is offering something of value.

Response

J, an 18-year-old prisoner, wrote, *"The workshop surprised me when I first started. I thought it was going to be another bunch of social workers trying to brainwash us, but I'm happy to say it wasn't. It was in fact a bunch of people who care about what we have to say about ourselves and I also liked the way the Officers took part".*

D, another prisoner, wrote, *"There was nothing I disliked about the workshop. I got a little more self-control from the workshop and I also got a warm feeling that I can't explain. It's not really a question of how to take some of the ideas and skills back onto the Unit. It's more a question of taking these things home when you leave".*

A Prison Officer reported, *"For myself, what surprised me most was how open the inmates were with an Officer present. When questioned about this they (the inmates) said they hadn't really noticed my presence as an Officer but rather as an individual. All in all I feel the course was a great success".*

Joe Whitty, the retired Governor of Feltham YOI, wrote, *I would wish to state quite emphatically that the training that has been provided so far by LEAP, funded by the Sir John Cass Foundation, is in my opinion, the finest training for Officer staff which I have seen applied in my thirty-two years of service. It is training that is absolutely appropriate to the penal scene, in particular those staff working in Young Offender Institutions ... May I also point out that almost none of my staff, whether they have been in post one month or twenty years, have ever been offered training such as this, which is both appropriate to the work they do and which they understand and can put into effect".*

As we plan alongside senior management a longer programme of work in the prison, we aim to train a small group of inmates to be trainers, joining Officers and LEAP workers on the leadership team. We plan to continue staff and inmate workshops and work with them on alternative conflict resolution procedures on the Units, working towards a penal training model for use in other Young Offender Institutions and Remand Centres.

Appendices

Review of the Feltham Approaches to Conflict Training (FACT)

July - December 1992: Initial Contact/Gestation Period - During this phase we had initial meetings, carried out a detailed needs analysis through interviews with prison governors, uniformed staff, probation, psychology and inmates. We then wrote up various options for the prison to consider, came to agreements as to the first steps we should take.

January - April 1993: Trial/Test Period - A period in which we were to determine whether the prison could deliver all their promises relating to running the programme, and in which the prison could assess the quality and appropriateness of our work. We ran the programme on the convicted side (Curlew) as well as remand (Mallard) during this phase. We can presentations for staff, staff training and inmate workshops, all in all 13 days. This phase was then evaluated and the decision to continue the partnership was taken, May - July.

August - October 1994: Programme Design Phase - We designed a comprehensive programme to take place on one remand unit. The design process included officers, management, psychology and probation. This period also included preparation time for the training team.

November - July 1994: Programme Phase Part 1 - We delivered 15 three-day intensive leadership workshops for inmates, community meetings on the Unit, as well as numerous staff training and management liaison meetings.

June - July 1994: Evaluation Phase - The programme is being evaluated to determine the successes and failures of the 7 months, and ways in which the programme can be better delivered over the next phase.

August - October 1994: Redesign Period - Looking at strengthening the work and putting into place all the missing pieces.

November 1994 - July 1995: Programme Phase Part 2 - 7 months to check on the possibility of replicating the training modules and concepts on other Units within Feltham with a view to publication.

The Feltham Vision

- Feltham will lead developments in Youth Care through dedicated staff teams offering a quality service to those in custody and their families, the public, victims of crime, the courts and all visitors to the establishment.
- We will provide a safe environment where all will be treated with respect, fairness and justice.
- Young people will be encouraged to take opportunities offering potential for personal growth, incorporating offending behaviour programmes and the involvement of the family.
- Our service will be continually improved through valued staff whose individual competences and skills will be recognised and developed.

Adventure as Therapy: A Map of the Field

Workshop Report

MARTIN RINGER

Martin lectures on experiential groupwork process at two universities in Western Australia and runs workshops on groupwork leadership for youth workers, social workers, experiential educators and trainers in Australia, New Zealand and North America. He has trained in psychodrama, sociodrama and in a range of forms of psychotherapy.

The purpose of this workshop was to enable participants to develop an understanding of the field of adventure therapy and for them to be able to describe the work they do to other people.

We looked at developing a shared understanding of what adventure therapy is and how it relates to other types of adventure.

We then looked at the variation that exists within the field of adventure therapy and discussed appropriate language to describe what we do.

Outdoor Adventure: from recreation to therapy

The terms recreation, education, enrichment and adventure therapy are defined below. These definitions are derived from material in the book: Gass, M. A., (Editor) (1993) *Adventure therapy: therapeutic applications of adventure programming in mental health setting*: Dubuque; Iowa: Kendal Hunt.

Recreation

The goal for such an experience is to have group members participate in activities so that they leave the experience with a "good" feeling; it is not designed to be therapeutic in nature but for the participants to have fun. The therapeutic benefits that might occur are related solely to the participation in the adventure activities. The introductions for such activities focus on what participants need to know so as to complete the activity safely and with enjoyment. Post activity discussions tend to be short and to focus on what would be needed to make the activity more fun.

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Education

Educational experiences are intended to increase the participants' knowledge about adventure activities and of the world around them, but not to increase their knowledge of their own values, interpersonal skills etc. Introductions to such activities focus on what is to be learned and how the adventure experience can help participants to learn the material at hand. Post activity discussions tend to focus on what each person learned and how such learning may be useful.

Enrichment

The purpose of enrichment activities is to enable participants to develop new skills, knowledge and values that will enable them to function more effectively in vocational and educational settings. Enrichment activities range from one to multiple days and purposely address *common* problems of the target group. The goal is to use topic-focused sessions centred on building skills such as communication, trust, and problem solving augmented by related or "isomorphic" adventure activities (Gass, 1991). Group introductions focus on the skill being taught rather than personal change. Post activity discussions relate to the application of the skills that were taught to the participants' vocational or education setting. (In this context the word "vocation" is applied to paid and unpaid work).

Adventure therapy

Adventure therapy is the strategic application of adventure activities for the purpose of engendering lasting personal change in the participants. In other words, therapy is the stated goal.

The characteristics of adventure therapy include the following:

- Assessment of participants is usually carried out prior to the adventure therapy experience
- Pre-activity discussion is intended to predispose participants to personal change
- The activities are chosen specifically because of their potential to engender personal change in participants
- The post-group reflection period is used by the adventure therapist to identify new views and behaviours experienced by participants during the adventure experience and to encourage them to transfer these changes to their everyday life.

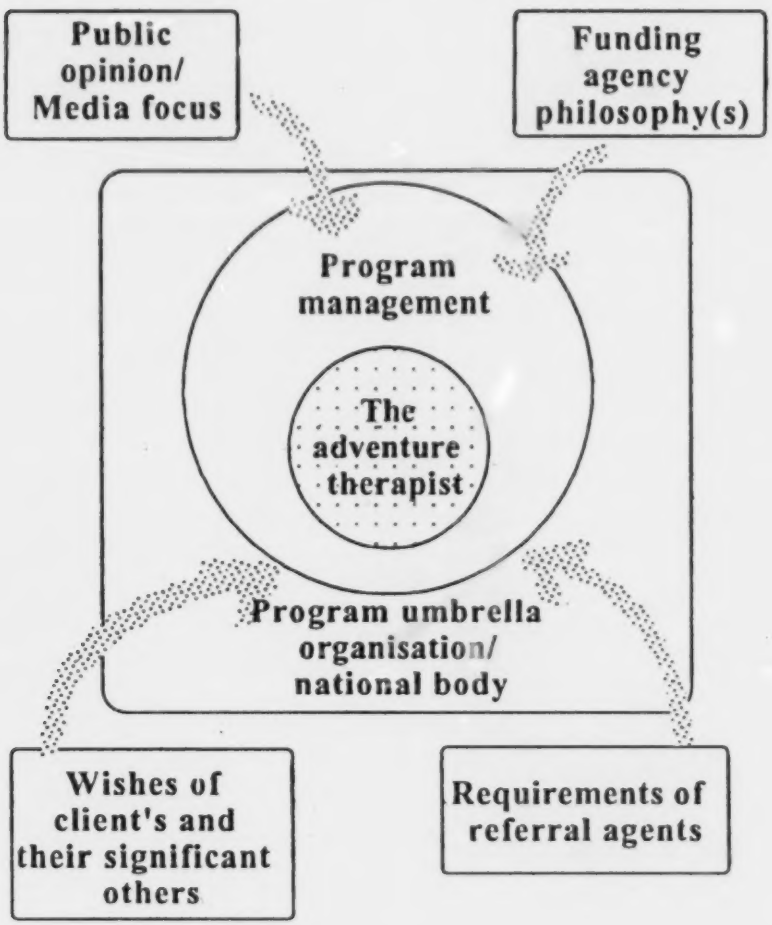
Therapy or therapeutic?

Therapy is said to be the deliberate and strategic application of activities that are intended to engender personal change in participants.

The word therapeutic is an adjective that can be applied to any activity that a person has participated in provided that the participant experienced a sense of well-being from having taken part in that activity.

Fig. 1

The adventure therapist in context


Public opinion/ Media focus
Funding agency philosophy(s)
Program management
The adventure therapist
Program umbrella organisation/ national body
Wishes of client's and their significant others
Requirements of referral agents

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Variation amongst adventure therapy programmes

Adventure therapy programmes vary widely. The schedule below names the main areas in which variation occurs.

- **multiple professional contexts**: programmes and practitioners operate in four main contexts: education, psychotherapy, criminology/rehabilitation and occupational therapy (Therapeutic Recreation).

- **multiple underpinning therapeutic frameworks and epistemologies**: ie insight based, "black box"/behaviourist, systems based, experiential and psychodynamic.

- **the range of therapeutic techniques**: Neuro linguistic programming, reality therapy, psychodrama and clinical role play, rational-emotion therapy, therapeutic metaphor and brief strategic therapy.

- **diverse client bases, presenting problems and selection criteria**. Gerstein (1992) noted over 12 different "populations" (eg corrections, youth at risk) from which clients may be drawn. For example, Youth-at-risk, psychiatric inpatient, juvenile corrections, addictions, sexual victims and perpetrators, etc.

- **diverse and sometimes multiple funding sources**. The main arenas from which funding is derived for programmes are: government, profit and charity. An additional complexity is added by the multiplicity of "tags" that accompany funding. Some examples are juvenile justice, mental health, physical health, rehabilitation and education. Each funding source influences the shape of the programme, the programme goals and the language used to describe the programme.

- **a wide range of activities carried out as a context for therapeutic activities**. For example, Gerstein's questionnaire included 10 suggestions: group initiatives, residential camp, rappelling, canoeing/rafting, ropes courses, backpacking, biking, wilderness trips, rock climbing and service projects. Many other activities are used in adventure therapy programmes.

- **a wide range of interrelationships with other programmes**. For example some adventure therapy programmes exist as the primary intervention for their clients whilst some are adjunctive to say, psychiatric or social work programmes.

- **a variety of programme structures**. Two factors in programme structure are staff utilisation and longitudinal design. Staff utilisation varies because some programmes employ mental health professionals such as family therapists, clinical psychologists or psychiatrists to do intensive individual or group work with clients whereas some expect the adventure therapist also to be a trained psychotherapist.

Longitudinal design varies in the degree to which programmes do their own preliminary work (advertising, recruitment, selection and induction) and the degree to which they do their own follow-up work (exit placements, referral-on, follow-up treatment and evaluation). Additionally, some programmes involve parents or "significant others" or even citizens from their local communities, whereas some work almost in isolation.

Fig. 2

Name of therapeutic class	Brief description of therapeutic type	Underlying assumption: Humans are good, bad or indifferent	Relationship with the therapist	The role of insight in the change process
Insight based therapies	Based on the view that men and women are rational, and if they have insight and understand themselves, they will change" [Haley, 1985 #223] (p 19)	Humans are inherently good and their current problematic behaviours arise from the persistence of behaviours that developed as a natural response to difficult experiences in their formative years.	The relationship with the therapist is a vital component in the healing process.	Insight precedes behaviour. Clients can change a behaviour if they have insight into the origin of that behaviour.
"Black box" therapies, including behaviourist models.	Derive from learning theory and propose that people change when the reinforcements that determine their behaviour are changed [Haley, 1985 #223] (p 20)	Humans are inherently neutral or bad and that their problematic behaviours arise from a lack of appropriate restraints or reinforcement in their current environment.	The relationship with the therapist is not important.	Insight is either not helpful or not relevant. Behaviour change is the goal.
Systems based therapies	Based on the idea that people are participants in a homeostatic system and the governors of that system must be reset to bring about change. [Haley, 1985 #223] (p20). The client can not be considered in isolation from her/his social system.	Humans are neither inherently good nor inherently bad and that it is not useful to attribute a specific "cause" to problematic behaviour. Furthermore, the word "problematic" is only valid to some observers of the system.	The relationship with the therapist is important in that the therapist forms a part of the client's current network of relationships and vice versa.	Insight is not required. Behaviour change arises from complex interactions between the client's intrapsychic world and the client's interaction with the external world.
Experiential therapies	Based on the principle that people change when they have experienced themselves acting differently in a novel setting and are then able to reflect on the new behaviour and to integrate it or transfer it to everyday settings. [Nadler, 1992 #120].	Humans are inherently good, and problematic behaviours arise despite the client's best efforts. The client will most often be doing the best that he/she can in any given moment.	The relationship with the therapist provides important modelling and support for the client.	Insight may be useful but is not essential. Transfer of learning from the new situation to everyday life is the key to success.
Psychodynamic therapies	Based in part on the principle that the clients' experience of the relationship(s) involved in the therapeutic process enable clients to reorganise their intra-psychic world in a healing fashion. Zeig, 1990 # 194].	Humans are inherently good and that problematic behaviours arise from arrest of natural developmental processes because of an inappropriate early environment.	The relationship with the therapist is central to the healing in that it provides most of the important material for the therapy toproceed. The therapist becomes significant in the client's life.	Insight is important. Change occurs when the client builds new behaviours and new insights based on his/her interaction with the therapist using the client-therapist relationship as the primary vehicle for change.

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An Evaluation of West Yorkshire Sports Counselling Project:

Workshop Report

GEOFF NICHOLS

Geoff lectures at the Leisure Management Unit of Sheffield University and has been involved in the monitoring and evaluation of a number of adventure projects, most recently the West Yorkshire scheme he presented in his workshop. Previously he worked for Outward Bound, for the Lindley Educational Trust, and as head of outdoor pursuits for the Recreation Department of Tameside Council.

Introduction

This paper describes the evaluation of West Yorkshire Sports Counselling by the Leisure Management Unit of the University of Sheffield. A brief description of WYSC will be followed by an overview of the evaluation process. I shall go into some parts of this in greater detail to illustrate specific points. The evaluation will only be complete in April 1996 so this paper only discusses methods and not results.

West Yorkshire Sports Counselling

The WYSC Association is a voluntary organisation formed in June 1991, and registered as a charity in May 1993. Its purpose is to provide a Sports Counselling project to work with Probation Service Clients. It has drawn on the experience of the Solent Sports Counselling Project, which was monitored as a Sports Council demonstration project over the period 1986-1990 (1) (2).

Start-up funding was provided by the Intermediate Treatment Fund and the Foundation for Sport and the Arts. In November 1992 an application for grant aid from the Home Office was approved, which was consistent with Home Office policy encouraging partnerships between the Probation Service and other organisations. The most likely source of long term funding, beyond 1996, is a proportion of the probation service budget planned to be allocated to independent sector supervision projects.

In early 1993 four sports leaders were appointed on a part-time basis. Unlike in the Sport Solent Scheme they are linked to the Sports Development Units in the four local authorities: Bradford, Calderdale, Kirklees and Wakefield. A fifth sports leader is due to be appointed in Leeds in the summer of 1994.

Sports Counselling can form a part of the supervision programme of an offender on Probation or Youth justice Supervision, but it is not a condition of any sentence. The client and probation officer together decide that the client will become involved in Sports Counselling.

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After an initial meeting of the client and probation officers with the sports leader, a 12-week programme of activities is followed. The programme is on a one-to-one basis, although additional group sessions have been introduced.

The programme will be unique to each client but has specific objectives. These are:-

1. To employ sports counselling on an individual basis with participating clients, especially at the initial contact stage.

2. To motivate the participant's interest in sport and leisure activities towards positive experiences and achievements.

3. To introduce each participant to a structured programme of sport and leisure activities.

4. To develop awareness of and support for Sports Counselling with Offenders amongst relevant organisations and agencies providing sports and leisure opportunities.

5. To show each participant how to make use of local sport and leisure facilities and services.

6. To work, whenever possible, with the participant to the point at which s/he has the confidence and motivation to independently pursue sporting and leisure activities.

A lesson learnt from the Sports Solent project, and through this work, is that early on in the counselling process exit routes need to be identified. At the outset it is clear to the client that the programme is 12 weeks long and the sports leader has to be aiming towards the client's autonomous participation in sport at the end of this period. In the first year of operation WYSC has worked with approximately 70 clients and 39 of these have completed the programme. Even with limited publicity the number of clients that probation officers would like to refer to the programme far exceeds the number that the sports leaders can work with.

Planning for evaluation

WYSC Association had clearly identified why monitoring and evaluation was required. These were stated in a planning document as:-

- To know if the project was achieving its mission statement of using sports counselling effectively in reducing offending behaviour in West Yorkshire.
- To provide reports to funding partners.
- To provide reports to the local authority partners.
- To provide reports to the West Yorkshire Probation Service.
- To provide reports to the general public and the media.
- To act as a model of good practice.
- To assess the reaction of offenders and their acceptance of this type of work.

This monitoring and evaluation was split into that which would be done internally and externally. A budget was allocated for this and a project evaluation brief advertised. Eight research organisations put in tenders. These were evaluated and the Leisure Management Unit at the University of Sheffield was chosen to do the job.

Several aspects of this process are worth noting at this stage. Firstly, WYSC Association had already established its own aims and objectives for the project. It had also established why it required monitoring and evaluation. This allowed it to produce a clear research brief which made it easier for us to prepare a bid to do the job and for WYSC Association to choose between tenders. Thus even before research is started, the planning process that had led up to it makes it more likely that it will be conducted effectively. Both WYSC Association and the Leisure Management Unit are clear about what needs to be done and why.

The research

The research brief had set out proposed methods. These were responded to in our tender for the work and the methods eventually chosen were agreed in the early stages of the research. Table 1 lists the objectives of the research and the methods that will be used to achieve those objectives.

Table 1. Research objectives and methods

	Research Objectives	Methods
1	The impact of the scheme on client's propensity to re-offend	2-year comparative reconviction study of clients and control group
2	Why participation in the scheme has this impact, if it does. Other factors that influence the effect of the scheme.	Changes in self-esteem as measured by test instrument. Interviews with Sports Leaders. Interviews with Probation Officers. Client's Questionnaire. Case Studies that combine client's questionnaire, Sport Leader interviews and Sports Leader's records of work with clients. Reasons for early termination of participation from Sports Leader's records and interviews. Interviews with Sports clubs/ leisure facility managers.
3	Good practice in working with local authorities.	Interviews with local authority Sports Development Officers. Interviews with Sports Leaders.
4	Good practice in working with the Probation Service.	Interviews with Sports Leaders and Probation Officers.
5	Equality of access to WYSC.	Comparison of clients to those entering probation who would be eligible for WYSC by sex, ethnic group. Interviews with Probation Officers.
6	The reaction of offenders to WYSC.	Questionnaire to clients. Interview Interview with Sports Leaders and Probationers.

This illustrates the range of methods that we are using, the different sorts of research objectives and the ways in which methods can converge to meet them.

Objectives

Objective 1

The first objective is to examine the impact of the scheme on clients' propensity to re-offend. This matches the mission statement of WYSC Association and is concerned with proving to other organisations, especially funders and partners, that WYSC Association is doing what it set out to. To do this it is important that even before the research was commissioned WYSC Association had obtained agreement from the information and research unit of the West Yorkshire Probation Service to assist with the study. Clients who have worked with WYSC Association will be compared with a control group over a period of two years. Each WYSC Association client will be matched as closely as possible with a probationer who is not attending the scheme. They are matched by personal details, current order, details of most recent conviction and previous experience of conviction or custody. Overall there are 10 matching variables.

WYSC Association clients will be divided into those who have completed over 8 sessions of sports counselling and those who have completed between 1 and 7 sessions. Both of these groups will be compared against their control groups by their conviction record over two years.

Although the numbers are small the quantitative data produced by this comparative reconviction study will give the sort of objective evidence, which if it shows the appropriate results, will be likely to justify the continuation of this sort of work.

Objective 2

If participation of WYSC does reduce the propensity to be reconvicted, or if it does not, we want to know why. The methods used to address this question include interviews with sports leaders, probation officers and sports clubs or leisure centres that may be used as exit routes for clients. Also contributing to this research objective are client questionnaires. These are completed by clients at the first sports counselling session, the end of the 12 week sports counselling and at a follow-up meeting with the sports leaders 12 weeks after the scheme. There is a fourth questionnaire to be completed by clients who terminate involvement with the scheme early. The questionnaires have been designed to examine the extent to which the WYSC objectives have been met. They also include a psychometric test for self esteem. This had been validated and used in an extensive previous study of the impact of unemployment on young people.

The Sports Solent Scheme identified increased self-esteem as a major benefit for participants and this test seeks to measure changes in this more precisely. In other respects the questionnaire design has also built on the findings of the Sports Solent project. The test for self-esteem will be incorporated into each of the questionnaires. This will enable us to identify if participation in the scheme has increased self-esteem, and if this self-esteem is maintained in the following 12 weeks.

Objectives 3, 4 and 5

The reaction of clients to WYSC will help WYSC improve their work. The research process will itself help clients to learn from Sports Counselling by reflecting on its impact on themselves. Follow-up meetings between sports leaders and clients 4 weeks and 12 weeks after Sports Counselling has been completed have been introduced by the research team as part of the research process, but these will also assist clients' learning. Interviews with sports leaders, probation officers and client questionnaires will contribute to achieving this research objective.

Several significant points are illustrated by this overview of the research.

1. The clarity of West Yorkshire Sports Counselling Association's Aims and Objectives made it relatively easy for the research team to decide what to measure and why.

2. Different research methods are appropriate for different objectives. Quantitative measures are being used to prove to an external organisation if it works or not. Qualitative measures are more valuable for showing why it works and improving the process of Sports Counselling.

3. Wherever possible a convergence of methods is used to complement each other in focusing on a research objective.

4. It has been important to gain the co-operation of key people or organisations who allow access to people or information needed in the research, in this case the probation service and the sports leaders.

5. Any research process is a compromise between what you would like to do and what you have the resources to do. For this reason in designing the research we spent some time working out how we could be most effective. One compromise we had to make was that we did not have time to interview individual clients, but instead we intend to construct some illustrative case studies from data already collected as part of the internal monitoring.

This paper has illustrated aspects of the evaluation of WYSC and some general principles but it should be remembered that each research problem is different and will require a unique approach. West Yorkshire Sports Counselling Association have recognised that evaluation of their effectiveness in meeting their objectives will be very important in their strategy for influencing policy concerning Sports Counselling within the Probation Service and obtaining future funding.

(1) Sports Council Research Unit (North West) 1990 *Solent Sports Counselling Project. Final Evaluation Report.* Sports Council North West. Manchester.

(2) Sports Council (1992) *National Demonstration Projects.* Sports Council. London.

Fairbridge

Workshop Report

ABI PATERSON AND TIM SMITH

Abi and Tim are Staff Trainers with Fairbridge. Tim was previously a Fairbridge team leader for three years and has considerable experience in working with young people from urban environments. Prior to her team leader experience with Fairbridge, Abi worked primarily in education. Her main interest lies in encouraging young women to become involved in outdoor personal development.

The purpose of this workshop was to let participants know more about Fairbridge. This is a short summary:

- Fairbridge is a national charity working from inner city bases solely with young people deemed "at risk".
- We run a progressive, personal development programme using outdoor education and group work as the mediums for dynamic training and support.
- The national framework has 3 phases:
  - Phase 1 - Induction: The aim is to make contact with young people and provide appropriate support so that individuals can make a voluntary commitment to the second phase;
  - Phase 2 - Introductory Basis (foundation) course: This is a 7 or 8 day long continuous programme using indoor and outdoor activities. There are two elements to this programme. The first is city based and the second residential. The aim of this phase is to begin the process of attitudinal and behavioural change;
  - Phase 3 - Follow-through: The aim of this phase is to consolidate any initial learning and enable a young person to take increased responsibility for their own life. A personal action plan is used to assist a young person through a range of outdoor or non-outdoor learning experiences.
- We are currently expanding our range of partnerships with other agencies to develop our internal outdoor based follow-on work.

In the workshop these points (and more) were outlined and discussed in greater depth than is possible here. It was good for us to have some interesting - and difficult - questions asked about why and how we do things. We would like to thank everyone who attended the workshop and look forward to any future dialogue.

Fairbridge, 5 Westminster Bridge Road, London, SE1 7XW
Tel: 071 928 1704

Geese Theatre Company:
Ice-Breaking and Trust-Building

SIMON RUDING AND ALUN MOUNTFORD

Simon is Director and Alun Director of Training of the Geese Theatre Company, a touring group working in prisons, young offender institutions and probation centres throughout Britain. Since beginning work in August 1987, the Company have toured extensively throughout England, Wales, Scotland and Ireland.

Simon and Alun gave a presentation and a workshop that demonstrated some of Geese's training methods, and introduced the metaphors and language that the company utilise in their work.

About the company

The Geese Theatre Company is made up of a team of professional actors and actresses who are committed to the idea that theatre in prison and probation can be a valuable teaching, learning and rehabilitative tool.

Geese's work includes live performances, workshops on a wide variety of themes, long-term programme work, staff training and week-long residencies aimed at exploring and confronting offending behaviour.

The Company is a franchise of Geese Theatre USA, formed in 1980 by expatriate British director John Bergman.

Why offer theatre and drama based alternatives to offenders and youth at risk?

In much the same way as adventure based learning can be misrepresented as merely a reward for antisocial behaviour, theatre and drama based methods of work can be perceived as being no more than diversionary alternatives. However, the successful application of theatre exercises can have an extremely positive effect in establishing powerful and strong group dynamics, developing trust and promoting an atmosphere that is conducive to successful confrontation of antisocial behaviour and attitudes. Geese Theatre Company are specialists in the use of drama techniques with offenders and have adapted and developed exercises and theatrical metaphors for use with this particularly difficult and often reluctant client group. Although our roots are firmly planted in the world of theatre, we employ our techniques with the aim of promoting self-awareness and the empowerment of individuals with the essential skills and confidence to begin to change their antisocial behaviours.

Geese Theatre Company, 220 Moseley Road, Highgate, Birmingham B12 0DG
Tel: 021 446 4370

Like adventure-based learning, theatre is about doing and participating; through the process of experiential involvement, individuals are encouraged to surface their own experiences and to talk openly and honestly. From this point workers can begin to challenge the attitudes, beliefs and behaviours that are ultimately destructive to both self and others. In order to do this a process has to be developed that will encourage disclosure, and to this end significant time is spent using exercises that lower levels of tension and break through distrust and apprehension and fear.

What are we setting out to do?

Essentially the premise is simple - to help clients to isolate patterns of thinking, feeling and behaviour and to introduce them to the notion of interventions.

To accomplish this, the first task is to raise the clients' awareness of the thinking and feeling process and their understanding of how these things interact to produce behaviour.

This is the first place we go to with the theatre; from the start of the group process, exercises are used that produce feelings which we encourage clients to identify. We move on by identifying the thoughts which accompany these feelings.

A very simple model of how thoughts and feelings interact to produce behaviour is represented below:

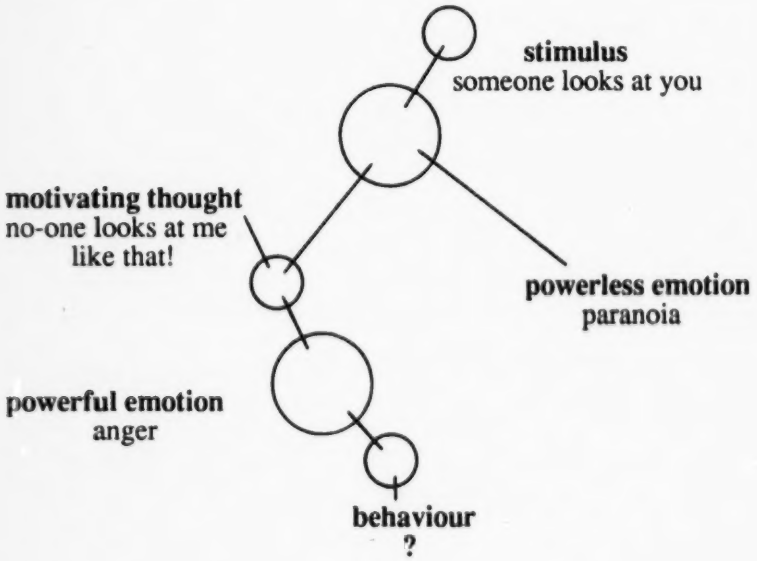


Fig. 1 THE THINKING COGS

There are many exercises that we can use to stimulate thoughts and feelings; it is how we question and feed back to clients after the completion of the exercises that allows us to help them clarify their understanding of the process.

What we aim to do is raise self-awareness. We are asking people to look objectively at themselves and to identify their destructive behaviour. To do this we need a common vocabulary, and the theatre provides us with that vocabulary.

Using simple metaphors, we can start to name those behaviours and thinking patterns that are most destructive to our clients and to others.

Interventions

But raising a client's awareness of his or her destructive patterns of thinking, feeling and behaviour is only the first stage of a process.

If an individual is serious about change, then they need to develop new skills and strategies for dealing with high risk situations. Some of these skills can be developed using theatre.

Other skills, by their nature, are implicitly personal.

Our job is to use theatre and role play to encourage clients to recognise that they themselves can and do intervene, and to help them to identify those strategies that they already use to avoid destructive patterns.

Realistically, in the brief period of time that we are in contact with clients we can only hope to impress upon them that, although difficult, change *is* possible. However, real change is not available on prescription; it has to come from within the individual.

Masks

Masks are a key element in the Company's work. Not only do they allow rapid changes in characterisation, they also reveal a central metaphor. When characters "lift their mask" they must be honest with themselves and others. The mask is a cover-up and shield from reality.

In simple terms, masks can be described as the front we portray to the outside world.

We all have many different masks - masks for when we are with our friends, masks for when we are with our parents, masks for dealing with the bank manager. All these masks are facets of the same character.

Ostensibly a very simple concept, the more we explore the notions of masks, the more complex we find it. If we ask someone we are working with to lift their mask, we are presented with another mask; there are many layers of mask: fronts behind fronts.

As a theatrical metaphor, masks are extremely powerful. In asking someone to "lift their mask" we are asking them to reveal a deeper truth that lies behind the one presented by the front.

Asking someone to lift their mask doesn't infer a lie; it infers that a deeper truth may exist.

Theatrically, masks allow us to dynamically represent the inner voice (the thought process): effectively reteaching and confirming the importance of the thinking process and its effect on behaviour.

Some masks are positive, others are destructive.

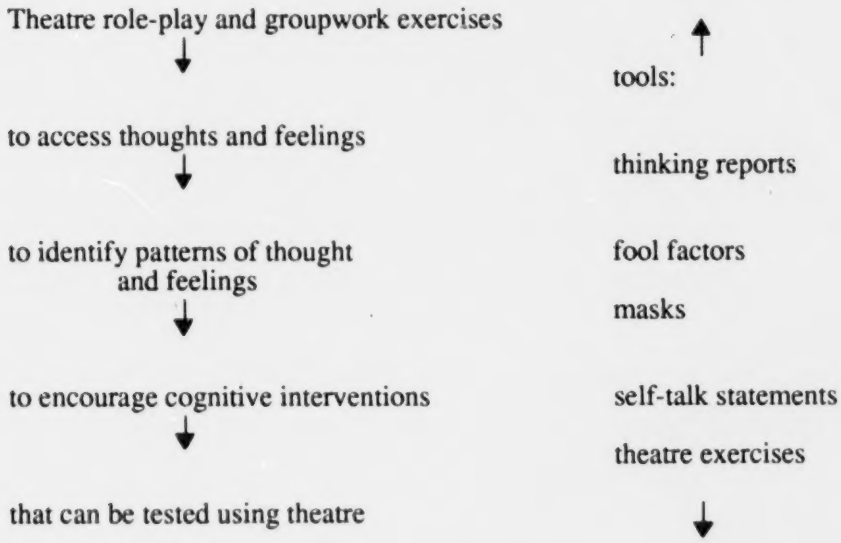
We seek to identify those masks which are the most destructive and facilitate an awareness of the situations that provoke their appearance. Only with a clearer understanding of how these destructive masks operate, and of when we are most likely to adopt them, can we heighten our awareness to our high risk situations.

In isolating these masks clients can make more informed decisions as to whether they wish to control them.

There are several basic destructive masks that Geese have isolated:

Good Guy:	"All I'm doing is standing up for myself!"
Mr Fist:	"Don't mess with me!"
Mr Cool:	"Everything is sweet. No problem".
Bullshit:	"I've changed!"
The Joker:	"Have you heard the one about ..."
The Victim Mask:	You don't understand what it's like for me".
The Stonewall Mask:	"What? When's the break?"

Fig. 1. THE PROCESS



BOOK LIST

The following list details a number of our sources:

Bush, J	Criminality and Self Change USA (1989)
McKay, Davis & Fanning	Thoughts and Feelings: The Art of Cognitive Stress Intervention New Harbinger Publications USA (1981)
Pence & Paymer	Power and Control: Tactics of Men Who Batter Minnesota Program Development Inc. USA (1986)
Ross & Fabiano	Time to Think: A Cognitive Model of Delinquency and Offender Rehabilitation Institute of Social Sciences and Arts Inc. USA (1985)
Novaco, R W	Anger and Coping with Provocation University of California USA
Yochelson & Samenow	The Criminal Personality Vols 1-3 USA
J Haaven et al	Treating Intellectually Disabled Sex Offenders The Safer Society Press USA
Goldstein, A P	The Prepare Curriculum: Teaching Prosocial Competences Research Press USA (1988)

Geese Theatre Company organise various training courses and workshops for those wishing to employ theatre and drama techniques in their work with offenders and young people at risk. The company can be contacted at the address given on the first page of this workshop report.

What Does it Take:
Issues for those who work with Young People in Trouble and At Risk

NIC FINE

Nic works with LEAP Confronting Conflict, a unique training centre within the youth and penal services for young people and for those who work with them to actively explore issues of conflict and violence and to train in mediation skills. Nic co-wrote, (with Fiona Macbeth), two groupwork manuals, "Playing with Fire" and "Fireworks". LEAP Confronting Conflict run a 60-hour training course based upon the "Playing with Fire" manual.

Nic's workshop looked at the staffing of programmes with young people at risk. The areas and issues explored included: How can aspects of the programme design support staff who are responsible for the implementation of it? What qualities and skills will support staff in their interactions and training with young people at risk? What approaches to staff team-building and development can strengthen the delivery of programmes? What supervision and support structures need to be in place when engaging in this work? The workshop drew on the experience of various projects based in the community and in prisons.

Nic provided the following personal perspective for this report:

"It's a bit heavy, but it's light"

This was how a workshop leader described the nature of his work. The sentence has stuck with me and I guess that is because it describes my personal experience and journey with LEAP, and it captures the quality of the work we have developed with a wide variety of people in many different settings. We have always endeavoured to create an environment in which participants can take a risk but feel safe, where they can be both comforted but confronted, and in which we as facilitators can be both tough and gentle, focussed but flexible. It all sounds a bit heavy, but it's light.

With LEAP and other organisations, I have worked alongside youth professionals, staff, volunteers and with young people in the community, in care, on remand, on probation, in prison and in school. At times I have found it has been incredibly heavy but the whole experience has left me feeling light. Through the work I have gained a deeper understanding of violence and its roots, I have been able to develop exercises and techniques to use in a groupwork environment, and create support structures and approaches to assist myself and others in the difficult process of change.

Nic Fine, c/o LEAP Confronting Conflict, The Lab, 8 Lennox Road, Finsbury Park, London, N4 3NW Tel: 071 272 5630

Why Heavy?

For many of the young people we have worked with it seems as if they are carrying a "ball and chain" along with them. It is as though they have invisible (and at times visible) luggage strapped to their backs. Their experience of life and their circumstances seem to be a weight pushing down on them, holding them back, or indeed blocking their way forward. It feels heavy and working with them at first can feel heavy too. Verbal abuse, physical aggression, hostility and resistance are not easy to face. Keeping focussed, staying calm, maintaining an open heart and continuing to function in a creative way is heavy work. It is also heavy work for participants to trust, to have the courage to open themselves up and be vulnerable, and to receive support from others, maybe for the first time in their lives.

How Light?

Being able to let go of the hurt, the humiliation and the betrayal of the past, releases an incredible amount of energy and potential to move forward. Lifting the heavy weight creates an opportunity to build up new skills, rehearse new strategies, and to establish support structures that will be there in the future. Being a partner in such a process also fills me with a sense of lightness. It is always a privilege to work alongside someone who is struggling to "let go" and is searching for the way ahead. I have learnt an enormous amount which has helped me in my struggles, and has given me a clearer path along which I can continue my journey.

In this workshop we explored what it means to work within the tension of being both heavy and light; for example, both hard and soft, both reasonable and unreasonable when working with challenging groups.

Learning from Experience
A Workshop on Reviewing

ROGER GREENAWAY

Roger was involved in developing new approaches to Intermediate Treatment work at the Brathay Hall Trust in the early 1980s. More recently with ADVICE/Endeavour, he has been promoting integrated approaches to youth social work. He is author of two handbooks "More Than Activities" and "Playback". Roger now provides training for developing reviewing skills.

Some of this workshop was based on Roger's handbook "Playback: A Guide to Reviewing Activities" published by The Duke of Edinburgh's Award in association with Endeavour Scotland.

I am pleased to say that I have found exceptions, but there seems to be a tendency (in adventure-based programmes) to do *least* reviewing with the *most* "difficult" groups. "Keeping 'em busy" with (unreviewed) activities may keep staff out of trouble (in the short term) but what does this do for keeping young people out of trouble (in the longer term)?

Even when reviewing does actually happen in difficult groups, there is often a tendency to focus on problems and failures rather than on solutions and achievements (resulting in reviewing losing its appeal and its effectiveness).

If "troubled young people" do get access to adventure-based programmes, what opportunities will they have for *learning* from experience rather than just *having* an experience?

This workshop began with paired discussions about the Geese presentation which had immediately preceded it. I made the point that reviewing the experience (if only briefly) would add value to it - and help learning. I was absent from the room during these paired discussions: I pointed out (on my return) how this was an example of how reviewing can be set up as independent tasks and does not necessarily need a lot of active/skilled facilitation. It is what learners are doing that matters, and that the main "trick" is in finding strategies and methods which maintain high levels of involvement throughout the reviewing process (and *not* a lot of sitting and listening).

I demonstrated this last point with a 5-second reviewing exercise which instantly involved everyone in demonstrating their current feelings on a spectrum from "high" (standing up) to "low" (head on the ground). [The finer points about this exercise, with variations, are described in "Playback" in the section on "ups and downs"].

Roger Greenaway, 9 Drummond Place Lane, Stirling, FK8 2JF
Tel: 0786 450968

Four groups were set up to discuss the following questions:

WHY is reviewing particularly important in work with (enabling) troubled youth?

WHAT are the risks of *not* reviewing when using adventure with troubled youth?

After some discussion of these issues in the whole group a further question was asked:

WHAT are the difficulties of reviewing with troubled youth?

The answers given were:

The joker
Embarrassment
Not used to examining feelings
Stony silences
Problems tend to dominate
It's like school
Repetition during rounds
Giving the answer you want
Giving cliché statements
Moving from facts to thoughts
Being honest
Span of attention
You can "lose" the group
Reviewing not expected
Creating a learning climate

I commented that some of these "difficulties" might represent the fundamental reasons why young people are in a particular group in the first place.

HOW can we overcome these difficulties?

I commented that some of these "difficulties" were more likely to arise in reviews which depended mainly on group discussion. I suggested that a more varied and imaginative approach to reviewing could help to *make reviews more interesting*, and that deliberate sequencing of reviews (based on experiential learning theory) would help young people to *learn more from reviews*.

I introduced a four stage reviewing sequence (described in "Playback"):

EXPERIENCE (*FACTS*)
EXPRESS (*FEELINGS*)
EXAMINE (*FINDINGS*)
EXPLORE (*FUTURES*)

I pointed out that this sequence could take anything from a minute to an hour or more. I also pointed out that the whole sequence could be an *active* one, if based, say, on "action replays" (ending with "rehearsing" for a future, similar event), or a *discussion-based* one - with questions or topics following the same sequence. The example I gave most attention to was a *creative* one - using stones as a means of helping young people to talk about group dynamics (and social development) *in their own language*.

The language of stones

There was not time to explore the full possibilities of this method, but I began by dropping 9 stones and asking *"What kind of group does that pattern suggest?"* I repeated this several times, and then made my own arrangements of the stones to increase the range of patterns and vocabulary. (A group of young people would of course use different language). I then asked *"What would it be like to be in this group?"* (shown by the pattern and *"What would it be like to be this person in this group?"* Some stones were different shapes and sizes so that ideas came from a combination of shape, size and pattern.

This is now young people can readily develop concepts and language about how groups change, and what it is like to be in different positions in different kinds of group. Once introduced, "the language of stones" can be used as a reviewing tool to help young people show what they felt the group was like, and their place in it, leading through the stages to showing others (at the EXPLORE (*FUTURES*) stage) what they would like the group to be like, and where they would like to be in it. This technique can then also be used to help young people to talk about other groups in their lives and their place in them.

Further information

I have produced a series of three articles for the Journal of Adventure Education and Outdoor Leadership about REVIEWING ADVENTURES, and NAOE is about to publish a paper of mine on this subject.

My first handbook, "More Than Activities" (1990) Save the Children Fund, was about ways of using activities to achieve various youth social work objectives. My second handbook (aimed at a wider audience) is "Playback: A Guide to Reviewing Activities" (1993) The Duke of Edinburgh's Award in association with Endeavour Scotland.

I now specialise in providing training in reviewing skills (throughout the UK). I can be contacted at the address given on the first page of this workshop report.

FUN(N):
Functional Understanding Not Necessary

KARL ROHNKE

Karl is a founder of Project Adventure, an international company with four bases in the USA and offices in Australia, New Zealand, Singapore and Canada who since 1971 have pioneered adventure-based learning programmes. PA's mission is to help others use Adventure Education as a catalyst for change and growth. Karl's books "Cowtails and Cobras (I and II), "Silver Bullets", "The Bottomless Bag" and "The Bottomless Bag Again!?" have become classic guides to initiatives, games, ropes courses and other accessible adventure activities.

Karl emphasises that his conference presentations are hands-on experiences, so that the theory of Project Adventure's work is experienced in context and people can gain a first-hand understanding of why adventure education works. The following summary attempts to capture the flavour of his presentation and draws on passages from his book "Cowtails and Cobras II".

Karl commenced his presentation by demonstrating that apprehension can be overcome and motivation to learn be encouraged simply and effectively by making learning fun. After attempting to teach delegates how to blow a "loon-call" through their hands - resulting in some rewarding "first-time experiences" - Karl used some original methods to divide his audience into groups who then took part in his highly experiential workshop sessions.

During these workshops, participants experienced a range of warm-up and trust-building games and initiatives, and Karl introduced the fundamental PA concepts of "Challenge by Choice" and the "Full Value Contract".

Challenge by Choice (extracted from "Cowtails and Cobras II")

"During the briefing, when the (adventure) leader says, "It's important to be able to say at the end of our Activity today that you challenged yourself in at least one way", he is utilizing one of the most effective tools he has. Challenge means going beyond the old, pushing into new territory, new ways of doing things, dealing with fear and accepting help and support. Challenge is also looking at that part of ourselves that isn't sure what it is able to do, or to be. Challenge has the potential of stripping us bare, of getting down to the essentials, the nub of things.

Karl Rohnke, Project Adventure Inc, PO Box 100, Hamilton, Massachusetts 01936, USA
Tel: 010 1508 468 7981

But Challenge is a two-edged sword. While it presents an opportunity for change and success, it also lays bare the issues we are afraid of: losing face, failure, and injury. Where there is opportunity for growth, there is also the opportunity for overstepping boundaries, of pushing too far, and thereby retarding the growth we want so badly for our participants. For this reason, the dictum Challenge by Choice is important to us. Karl Rohnke adds some personal reflection on the journey he followed in order to get to Challenge by Choice.

"I've had an extended background in pushing people beyond their perceived capabilities. My role of "program encourager" began officially in 1957 as an Outward Bound instructor, but had been matured over the years by a certain level of physical self-flagellation achieved in sports and a brief stint in the US Army.

Pushing people in a program sense was satisfying because the validity of your presence as an instructor depended upon being recognized as more than capable, and immersing yourself into the same experiential milieu that the student was experiencing (usually a fearful or physically uncomfortable scenario that involved being hungry, lost, fatigued, or bugged).

Then, because of a change in student population, demographic location, and being newly introduced to the public school persona, the approach to "pushing" practically changed overnight; changed to mellow is probably most descriptive.

What a change! What a revelation that the simple affording of that choice could achieve more toward growth of self-awareness and image than what used to require large doses of performance pressure. What a relief!

With the pressure off (instructor and student), the opportunity for growth was palpably different. There was a remarkably sentient feel to teaching that had been masked and blunted by years of ego satisfaction and adherence to a one-minded, often glandular approach".

Challenge by Choice offers a participant:

- The chance to try a potentially difficult and/or frightening challenge in an atmosphere of support and caring.
- The opportunity to "back off" when performance pressures or self-doubt become too strong, knowing that an opportunity for a future attempt will always be available.
- The chance to try difficult tasks, recognizing that the attempt is more significant than performance results.
- Respect for individual ideas and choices.

Respecting the right to choose doesn't mean leaders can't challenge. The nature of Adventure activities is one big challenging obstacle course: climb over this, let go of that, run around and act stupid, laugh and have fun, solve the problem over here, go over and accomplish those things.

The role of a leader must be to continually find ways to offer understandable challenges that can be accepted by the group as it maintains its right to make choices. Remember that whenever you make choices for the group, you take an essential power away from it. At the same time, you can't allow participants to wander off or to do other things during an activity. That is not respecting the right to make choices. Challenge by Choice addresses those vulnerable areas where a person honestly feels that he's not able to do something, even if he previously said that he was willing to try it. On the other hand, it deals with a person's right to assess the situation and say, "I want to do the Inclined Log now", or "I want to lead the singing at the rest home this week".

Some principles to keep in mind when challenging your group are:

- Not everyone needs to do everything. Too often Adventure leaders pridefully boast that each group member did a particularly difficult activity. That may be a good thing, but it misses the point of Challenge by Choice.

- Proper activity selection goes a long way toward supporting the Challenge once an activity is in progress. Intensity decisions are an important accompanying factor.

- Time spent setting goals is time well spent when dealing with the Challenge of an event. When the participant is clear about what he/she wants to do, it's much easier for everyone. Remember, goal setting doesn't have to take place only during a briefing session removed from the activity. A person may decide to do something during the session. But the same thing holds: make certain that the person knows what he is doing, and is as clear as possible about what it means. This can involve some Counselling on the Run.

- Group pressure is very real and can be used in a positive way. Participants are aided in this when they're familiar with each other and aware of each other's goals. That's why it is important, when choosing your activities, to reserve the more intense ones until the group members are more comfortable with each other. Because of the trust that develops in Adventure groups, members are much more likely to respond to positive group pressure. The agreement in the Full Value Contract, to confront and be confronted, comes into play here. As long as we're confronting in a positive manner, group pressure can and should be used. It is then defined as group support. You must be aware, however, that group pressure can go beyond the bounds of caring into aggression and abuse. And it can happen very quickly.

- Trust, to repeat, is a great support of Challenge. Certain challenges require a strong dose of it. If the trust isn't there, perhaps more lead-up is necessary. On the other hand, effective challenging can bring about trust. Sometimes you need to take a calculated risk by pushing ahead at a certain time, counting on the trust to emerge.

- Individualize when necessary. Certain participants just will not do what the others are doing. Take the heat off by finding something supportive or manual for them to do.

- Regularly infuse a sense of fun and fantasy into what can easily become a too serious approach."

Full Value Contract (extracted from "Cowtails and Cobras II")

"Goal setting has become an important Adventure activity over the years. The process is generally set in terms of what we call the Full Value Contract. This handy item works for all types of groups - executive programs, standard physical education classes, and intense counselling groups. Its universal application comes from a combination of simplicity, levels of interpretation, and the need for every group to establish some kind of protocol for how members deal with each other. Introduced early on to the group, the FV Contract can be made part of every Adventure experience.

There are three commitments that are usually made in terms of the contract:

1. The agreement to work together as a group and to work toward individual and group goals.

2. The agreement to adhere to certain safety and group behaviour guidelines.

3. The agreement to give and receive feedback, both positive and negative, and to work toward changing behaviour when it is appropriate.

You can choose what you want to emphasize in this contract, but the bottom line needs to be the agreement to work together as a group and to be safe. The acceptance of group behaviour guidelines has to do with not only acting out behaviour, but the need to agree not to devalue or discount others, or oneself. Any group can come to an agreement on this before the activity begins. This goes for one day groups, or year long groups. Once this agreement is made, the leader has a more potent voice when it comes to stopping an activity, and in conducting the Debrief (the evaluating time of the Adventure activity). "Did we honour the Full Value Contract?" "Is there any Devaluing going on?"

When you choose to explore the group's acceptance of feedback, and to look at ways of changing behaviour, you are entering the deepest level of the Full Value Contract. This is generally set aside for counselling, though aspects of it can be utilized in other kinds of groups. One should be careful when entering this area, however, for although giving and receiving feedback is fairly common, it can be hurtful if done without the proper supports. A group of twenty-five giving feedback to one member, though truthful, can be a devastating experience. Counselling training is important for these kinds of interactions."

Funn (with an extra n)

Back in the early 70s, we found that emphasizing communication, co-operation and trust within a group allowed them to achieve to a much higher level than attempting to encourage competition. We also found that fun was initially more important than anything else, considering that if what we were presenting wasn't initially enjoyable, the student would only return reluctantly for more of what we had to offer. And that's funn with an extra n - Functional Understanding Not Necessary.

PA's work with young people in difficulty

Alongside work with schools and corporations, PA evolved in the early '80s a process called Adventure-Based Counselling (see their publication "Islands of Healing") and have established therapeutic programmes with, amongst others, offenders, young people at risk, substance abusers and psychiatric patients.

Training Workshops

In addition to a wide range of publications, PA run a variety of workshops on Adventure Programming and Adventure-Based Counselling. Details of these can be obtained from:

Project Adventure Inc
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Hamilton
Massachusetts 01936
USA

PART FOUR

Group Discussion Reports

Evaluating Programmes

Facilitated, recorded and interpreted by

ROGER GREENAWAY

Day conference discussion group:

Questions shown on the programme:

- **What are worthwhile goals for the evaluation of adventure programmes with young people in trouble and at risk?**
- **What aspects of programmes are *not* worth evaluation (eg because the goals are too vague, generalised, common sense, specific, repetitive, etc ...)?**
- **How can worthwhile evaluations be effectively undertaken?**
- **What does worthwhile evaluation take in terms of resources?**

Questions arising from subgroups:

1. How do you increase and manage your public profile in the most effective way to gain funding?
2. How do we develop a common framework/language for young people and funders - for evaluation?
3. How do you design an intelligible process of evaluation?
4. What language should we use for performance indicators?

Worthwhile goals for evaluation

While searching for worthwhile goals, these were amongst the points made by participants. [The capital letters represent notes recorded on a flip chart at the time. I added the words in lower case letters when writing up this record 3 days later. I hope I have managed to represent the views expressed at the time].

INDIVIDUAL

> that evaluation should not see the individual merely as a statistic, but should also in some way stay in touch with the *uniqueness* of each individual and with the *uniqueness* of individual experiences and individual changes.

SMALL STEPS

- that it is useful for evaluation to trace small steps, and not simply to look for big changes. Small steps can be very significant, especially if they are first steps in a new direction.

SELF-EVALUATION

- that self-evaluation is an essential perspective. Evaluators should try hard to create the means and the situation through which meaningful self-evaluation can take place.

KNOW INDIVIDUAL'S STARTING POINT

- outcome evaluation is of little value without sufficient information about the different starting points of each individual.

CLEAR OBJECTIVE

- a clear objective at the start of a programme assists evaluation, although objectives may change during a programme, and evaluators may discover outcomes which are not related to the objectives.

LONG-TERM INVOLVEMENT TO MONITOR THE TRANSFER OF LEARNING

- this is especially important if the rationale is that long-term change is a long-term process. Additionally, more might be learned about how learning is transferred.

SAFETY

- not only is safety monitoring important, it is also relatively easy to measure.

IDENTIFYING POSITIVE OUTCOMES FOR PROGRAMME AND CLIENT

- there may be unexpected positive outcomes which an evaluator could miss if the evaluation is too narrowly based. There is scope for mixing goal-free evaluation with evaluation which measures programme objectives.

Study weekend discussion group:

Questions shown on the programme

- **What are worthwhile goals for the evaluation of adventure programmes with young people in trouble and at risk?**
- **What aspects of programmes are *not* worth evaluating (eg because the goals are too vague, generalised, common sense, specific, repetitive, etc ...)?**
- **How can worthwhile evaluations be effectively undertaken?**
- **What does worthwhile evaluation take in terms of resources?**

Subgroups were asked to record any significant statements or issues about evaluation which they had heard during the study weekend or conference

Group 1 (transcript of flipchart)

Hard to evaluate
Being clear what you are evaluating
Intended outcome must be easily identified and measurable
Follow-up is necessary
Evaluation has to be long-term
There is a need for results to be shared
Not to place too much value on statistics

Group 2 (transcript of flipchart)

Drug use dominates
Importance of offending: different for youth service vs probation
Cost effectiveness should take broader view
Most practitioners are not aware of, or involved in, evaluation
Interest in evaluation mainly driven by political funding concerns
Evaluation seen as important part of professionalism in youth work

Group 3 (transcript of flipchart)

Why evaluate?
- for better practice amongst professionals
- to convince funders and policy-makers

What are we evaluating?
- outcomes and processes
  - recidivism, truancy, drug-use: quantitative
  - personal development: qualitative

How do we evaluate?
- methodology
- length of evaluation

Who evaluates?
- in house, vested interests?
- independent

Group 4 (transcript of flipchart)

1. Necessary to attract funding
2. To sell "products"
3. Check effectiveness of work methods
4. Statistical controls and case study
5. Implementation of findings not always politically acceptable
6. No collation or publicising channels

Discussion

Acknowledgement of bias

After the initial recording exercise (presented above), there were no detailed notes taken during the session. The report which follows is based on my own notes made at the time, and will inevitably reflect my own bias about the importance of tracing *individual* experiences and outcomes. I believe that the volatile mixture of adventure and troubled youth produces a particularly wide variety of outcomes which often plays havoc with standard evaluation procedures. What might be good evaluation practice in more predictable settings can, I believe, prove to be of much less value in this area of work. I believe that the balance of evaluation procedures needs to shift more towards understanding the perspectives of individual participants, whether the main purpose of an evaluation is to improve or demonstrate programme effectiveness.

Standard measures can disguise individual change

The use of standard criteria for measuring or indicating programme effectiveness was challenged - mainly on the grounds that different individuals may be developing in different directions, and that what is a "positive" direction for one individual might be a "negative" direction for another. For example, some troubled young people may benefit from becoming more spontaneous and outspoken, whereas others may benefit from becoming less spontaneous and outspoken. (Other examples were also discussed).

Outcome evaluation alone is of limited value

Keith Bottomley reinforced a point made in his presentation that outcome evaluation is of limited value unless it is connected with sufficient understanding of the processes which led to the identified outcomes. The importance of doing both was agreed (but the resource implications were not discussed at this point).

Statistics or stories?

Evaluators tend to have a preference for one or the other, but John Huskins pointed out that qualitative and quantitative evaluation can be combined, and he described an example of this.

Self-assessment

Self-assessment was thought to be an important ingredient for evaluation, especially as this might well be happening anyway as part of the programme.

Resourcing evaluation: improving or demonstrating effectiveness?

The more we talked about the ingredients of effectiveness evaluation, the greater were the implications for the time and cost involved. It was thought that evaluation for the purpose of programme *improvement* could be an integral part of day-to-day practice (and not particularly costly), but that this kind of evaluation would be unlikely to *demonstrate* programme effectiveness to critical outsiders.

"Proper" evaluation impossible?

There seems to be a whole history of "flawed" studies in this area of work. Avoiding flaws (such as setting up perfect control groups) seems to be an expensive business. Is the setting up of bigger and better studies itself a flawed idea? Is there not a danger that evaluators, in trying hard to avoid flaws, will tend to measure what is most easily measurable - and by doing so overlook some very significant but less easily measured changes?

What about adventure?

Once discussion about evaluation was underway, there was very little mention of adventure, so we turned our attention to "adventure". It seemed that the more adventurous the programme, the greater the problems for evaluation or (more constructively) the greater the need for long-term studies focused on individuals.

Afterthoughts of a facilitator who ran out of time ...

What about enabling troubled youth?

Our early discussion had focused on measuring the reduction of behaviours such as drug use and offending. Reductions in such behaviour are indications that a young person is giving up "disabling" habits and is gaining more control over their lives. We discussed the measuring of behaviours which were being reduced, but we did not (as I recall) discuss the measuring of behaviours which were being increased. Surely it is at least as important to record the presence of enabling behaviour as it is to record the absence of "disabling" (or anti-social) behaviour? Because adventure-based programmes tend to specialise in the development of enabling behaviour (ie empowerment) it must make sense to measure the presence, development and transferability of such behaviour.

Patterns of change

The process of significant change may be a turbulent one. There are theories (such as the W-curve) which show temporary decline before improvement. Evaluation needs to take account of the fact that development (and behaviour change) has its ups and downs and may in reality be more like the ebbing and flowing of the tide, than like progression up a scale, staircase or pyramid. Brendan McNutt's description of adolescent behaviour from adult to child and back again) is another pattern of development that must be taken into account. Furthermore, an individual's behaviour (and apparent stage of development) may fluctuate considerably from one situation to another. Given the potential variety of patterns of change, evaluation measures need to be both long-term *and* compatible with relevant theories of personal change.

What are adventure-based programmes good at achieving?

Karl Rohnke's emphasis on *choice* and Giles Ruck's interest in locus of *control* might provide an answer to the "creating more *confident* criminals" issue highlighted by Simon Priest (when commenting on Keith Bottomley's presentation). Adventure-based programmes seem to be particularly good at producing the three things referred to above:

- increased *confidence*
- greater ability to *choose*
- more *control* over one's life.

It is widely accepted that there is little point "helping" someone to give up smoking if they don't want to give up in the first place. To what extent does a similar principle apply when working with troubled youth? In other words, if the purpose is to encourage them to "change their ways", is this not a waste of time unless they want to do so? Some evaluations are designed to pick up behaviour change only, and are not designed to detect "wanting to change", even though "wanting to change" may be the key to the whole change process (and perhaps also the key "selling point" of adventure-based programmes?)

Should we evaluate actual change or the intention to change, or both?

Nic Fine's workshop about working with young remand prisoners in Feltham YOI shed some light on this issue. The LEAP project at Feltham is a voluntary programme entitled "Taking a lead in life", and is (I understand) designed to increase participants' awareness of choices, and their ability to make choices. The theme is "taking a lead", *not* "stopping a behaviour", and the trainers are very careful *not* to moralise. Although scope for adventure activities within the walls of Feltham is limited to such things as trust falls, it seems that the *clear rationale* of this work at Feltham could be equally applicable to much adventure-based work with troubled youth. Programmes based on a rationale of this kind could be evaluated by measuring the extent to which participants are *more willing* and *more able* to make and implement choices about the course of their lives.

It is clearly possible for more confident and capable choosers to choose to lead *more* criminal or *less* criminal lives. But a programme designed to enhance choice-making abilities should be evaluated in terms of what the programme itself is setting out to achieve (and not in terms of a hoped-for outcome further down the line). I would be interested to know whether research has demonstrated any correlation between increased choice-making ability (or confidence) and changes in criminal behaviour. Such research might show that "more confident criminals" *is* a possible outcome, but that "more confident, less criminal" is a ***more likely*** outcome.

Targeting Young People

Facilitated by

PHILIP ROYCROFT

Questions posed to stimulate discussion were as follows:

- **How do we identify the young people in trouble or at risk who will benefit from adventure-based programmes?**
- **Can we only accept "workable" young people?**
- **How do we reach and engage those young people who are more reluctant?**
- **Should programmes be run for young people from troubled backgrounds only? Is there a place for groups from mixed backgrounds?**
- **How do we stay within our "depth" with the young people we are working with?**
- **What, if any, referral and "gate-keeping" processes do we need?**
- **What does effective targeting take in terms of resources?**

Some of the points raised during the conference and study weekend discussion groups are recorded below:

We need to be conscious of the risk of LABELLING when targeting.

Labelling can create a VICTIM culture.

We can find ourselves exploiting victims and become part of the problem. (Our industry may see it as a business opportunity).

It is no longer enough just to sell what we do.

We need to have integrity in the image we present to others (funders, young people).

We need to know why/how we target

eg - Preventative work offering a general provision for younger age groups or groups focussed on specific issues.

Empowerment means giving up power; in targeting we need to work effectively with other agencies and give ownership progressively to young people.

Programme Design

Facilitated, interpreted and reported by

SIMON PRIEST

In two separate group discussions, held at the end of the one-day conference and at the end of the study weekend, delegates met to discuss key aspects of programme design. These five questions were offered for thought by the conference organiser:

- **What are we aiming to achieve for and with young people in trouble or at risk through participation in our programmes?**
- **How do we assess young people's needs [in order] to enhance or refine our design of adventure programmes?**
- **How do we monitor programmes to ensure that they are achieving the aims and meeting the needs we identify?**
- **What diagnostic tools and methods can help in designing programmes?**
- **What other resources are needed to achieve well designed and effective programmes?**

In both seminars, delegates added a not so surprisingly similar sixth question:

- How do we include young people and their ideas in our programme design and in the design process?

Due to a limited time for discussion of all six questions in each seminar, delegates prioritised these questions in terms of their importance. In both instances, the delegates determined that the first and sixth questions were most important and so these two questions (in paraphrased form) became a main focus as extensive dialogue continued. Here are the summarised responses from each seminar:

What are we aiming to achieve for and with young people?

DAY CONFERENCE

Without being prescriptive, we aim to assist and enable them to develop the necessary motivation and skills that will permit them to cope with their present situations *or* move toward different ones.

STUDY WEEKEND

Through adventures, we aim to legitimise fun and excitement; to offer the expression or enjoyment of these as non-destructive alternatives to the buzz of offending, and to bring about long term change in offending behaviours.

How do we include young people in our programme design process?

DAY CONFERENCE

By continually encouraging them to take charge, by approaching them with sympathy/empathy, by using a style that role models without hypocrisy or double standards, by gradually transferring the responsibilities to them, by disclosing (in advance) that we intend to transfer the responsibility (so as to empower them), by dealing with mistakes in a non-judgemental manner, and by remaining flexible so that any design changes or programme refinements originate with their best interests in mind.

STUDY WEEKEND

Responses here tended to address the need to include young people in future gatherings such as a conference on programme design with youth in trouble or at risk.

Involve them in all stages of the conference including planning and conference design. Avoid selecting young people on the basis of tokenism or as a means to present the best image of a programme. As in our work, each of these clients should be accompanied by a youth worker who knows them and is ultimately responsible for them. Prior to their involvement, gain informed consent, outline behavioural guidelines, and negotiate the extent of participation.

Some key points were commonly identified in both seminars. Clients should be:

- encouraged to take increasing responsibility;
- encouraged to take a stand for themselves;
- empowered to make their own changes (given skills and resources);
- entitled to make their own decisions (this is crucial!); and
- enabled to discover their ongoing needs for themselves.

Programme design should:

- evaluate the effectiveness with a view to future justifications;
- provide a rationale that explains why adventure works;
- create an open and supportive atmosphere to enhance safe disclosure;
- progress slowly toward sharing, trusting, risk and responsibility taking;
- (whenever possible) seek to also influence the environment;
- include elements of build-up, intake, discharge and follow-on;
- recognise that adventure is only one tool available to staff; and
- note that adventure needs to be integrated with other approaches.

Community Integration

Facilitated by

HUGH CAMPBELL

- **Why integrate adventure programmes with community-based work with young people?**
- **What are the difficulties in achieving successful integration?**
- **How can effective links be forged between the variety of organisations working with young people?**
- **How can programmes be made more relevant and learning made more transferable to the everyday lives of young people?**
- **What resources does it take to achieve community integration?**

No recordings were made of the group discussions that took place on this theme.

Staffing Programmes

Facilitated by

CHRIS MARTUCCI AND PHIL WHITEHURST

- **What challenges are faced by staff who undertake adventure programmes with young people in trouble and at risk?**

Comments: Burn-out - the need for support and supervision

Political justification

The need to gain credibility by demonstrating effective practice, evaluation

The need to develop a higher profile in the community.

- **What personal skills, competences and qualities are required to work with these young people?**

Comments: Having empathy with young people

Dedication/commitment

Clear value base

Listening skills

Belief in vision

- **What are appropriate training areas and qualifications for adventure-based work with young people in trouble or at risk (eg from technical outdoor skills to groupwork and counselling training).**

Comments: It is easier to train technical skills, so employ people with soft skills

Buy in skills as needed

More and more regulatory hoops, which can tend to make us focus on getting through the hoops rather than developing ourselves

- **How are staff best supported and supervised?**

Comments: Give staff time to evaluate courses and themselves

Opportunity needed for regular "unloading" sessions

Staff evaluation after activity focussing on how staff work together

Open management

A process of induction, and review

PART FIVE

Reading List

A Reading List

Compiled by

JON BARRETT

Some of the titles listed above are out of print. For availability (and more extensive reading lists) try:

National Youth Agency Information Services, 17-23 Albion Street, Leicester, LE1 6GD. Tel: (0533) 471200.

*Titles marked with an asterisk * are available from:*

Adventure Education, 12 St Andrews Churchyard, Penrith, Cumbria, CA11 7YE. Tel: (0768) 891065

1/ Adventure

General:

Adventure Education - *Priest and Miles.*
Venture Publishing 1991*

Personal Growth Through Adventure - *Hopkins and Putnam.*
David Fulton Publishing 1993*

The Adventure Alternative - *Mortlock.*
Cicerone Press 1984*

Outdoor Adventure Pursuits - Foundations, Models and Theories - *Ewart.*
Publishing Horizons 1984*

Safety:

Outdoor Education Safety and Good Practice - Guidelines for Guidelines.
The Duke of Edinburgh's Award 1988*

Safety in Outdoor Education - *DES.*
HMSO 1988*

Safety in Outdoor Centres - *DFE.*
HMSO 1994*

Safety Practices in Adventure Programming - *Priest and Dixon.*
Association for Experiential Education 1990*

The Conscious Use of Metaphor in Outward Bound - *Bacon.*
ERIC 1983

Adventure Activities and Games:

(See also Groupwork Games; Drama and Role-Play)

More Than Activities - *Greenaway.*
Save the Children Fund/Endeavour Scotland 1990*

Canoe Games - *Ruse.*
Black 1986*

Working Out of Doors with Young People - *Smith.*
ITRC 1987*

Cowtails and Cobras II - A Guide to Games, Initiatives, Ropes Courses and Adventure Curriculum - *Rohnke.* Project Adventure Inc 1989*

Silver Bullets - A Guide to Initiative Problems, Adventure Games and Trust Activities - *Rohnke.* Project Adventure Inc 1984*

The Bottomless Bag Again?! (2nd Edition) - *Rohnke.*
Project Adventure Inc 1994*

The Pictorial Guide to Groupwork Activities - *Sanders.*
Sanders 1991*

Wide Games, Incident Hikes and Indoor Alternatives - *Saint.*
Printforce

Environmental Activities:

Sharing Nature with Children - *Cornell.*
Exley Publications 1980

Sharing the Joy of Nature - *Cornell.*
Dawn Publications 1989

Nature with Children of all Ages - *Sisson.*
Prentice-Hall 1987

Acclimitization - *Van Matre.*
American Camping Association 1972

Earth Education: A New Beginning - *Van Matre.*
Institute for Earth Education 1990

Earthworks.
CEE Youth Unit 1991*

Urban Activities:

City Adventures - *Ruse.*
Paul Chapman Publishing 1989*

The Outdoor Challenge Within - *Wales.*
Outdoor Activities Association, Sunderland 1981

Expeditions:

The Expedition Experience - As a Vehicle for Change in the Inner-Cities - *Kennedy.*
Adventure Education 1992*

Expedition Guide - Official Handbook of the Basic Expedition Training Award - *Keay.*
The Duke of Edinburgh's Award 1987*

Expedition Planners' Handbook and Directory - *Winser and Winser.*
Expedition Advisory Centre, RGS 1988*

Adventure Therapy:

Islands of Healing - A Guide to Adventure Based Counselling - *Schoel, Prouty and Radcliffe.*
Project Adventure Inc 1988*

Adventure Therapy - Therapeutic Applications of Adventure Programming - *Gass.*
Kendall Hunt Publishing 1993*

Behaviour Modification in Therapeutic Recreation - *Dattilo and Murphy.*
Venture Publishing 1987

The Theory and Practice of Challenge Education - *Smith, Roland, Havens and Hoyt.*
Kendall Hunt 1992

Creating Humane Climates Out of Doors - *Knapp.*
ERIC 1988

Therapeutic Applications of Adventure Programming - *Sakofs.*
Association for Experiential Education 1992

Annotated Bibliography of Adventure Therapy and Related Programmes 1980-1992 - *Gillis.*
Association for Experiential Education 1992

Processing/Reviewing:

Playback - A Guide To Reviewing Activities - *Greenaway.*
The Duke of Edinburgh's Award/Endeavour Scotland 1993*

Creative Reviewing - *Hunt and Hitchen.*
Groundwork 1986

Processing the Adventure Experience - Theory and Practice - *Nadler and Luckner.*
Kendall Hunt 1992

2/ Groupwork and Counselling

General:

Basic Groupwork - *Douglas.*
Tavistock 1978

Groupwork Practice - *Douglas.*
Tavistock/Routledge 1976, 1989, 1991

Joining Together - Group Theory and Group Skills - *Johnson and Johnson.*
Allyn and Bacon 1975, 1982, 1987, 1991

Working with Groups (2nd Edition) - *Klein.*
Hutchinson 1963, 1970

The Red Book Of Groups and How To Lead Them Better - *Houston.*
Rochester Foundation 1984

Developmental Group Work with Adolescents - *Button.*
University of London Press 1974

The Groupwork Pack: A Groupwork Approach to Problem-Solving - *Kemp.*
Longman 1990

Groupwork and IT - *Ball and Sowa.*
APEX 1985

Group Counselling with Juvenile Delinquents - *Ferrara.*
Sage 1992

Counselling Young People - *Noonan.*
Tavistock/Routledge 1989, 1991

A Practical Approach to Counselling - *Hough.*
Pitman Publishing 1994

On Becoming a Counsellor: A Basic Guide for Non-Professional Counsellors - *Kennedy.*
Gill and MacMillan 1977

Brief Counselling - *Dryden and Feltham.*
Oxford University Press 1979, 1986

Counselling: The Skills of Problem-Solving - *Munro, Manthei and Small.*
Routledge 1989

Personal Construct Counselling In Action - *Fransella and Dalton.*
Sage 1990

Groupwork Games:

(See also Adventure Activities and Games; Drama and Role-Play)

Gamesters Handbook - *Brandes and Phillips.*
Hutchinson 1978*

Gamesters Handbook II - *Brandes.*
Hutchinson 1982*

The Youth Games Book - *Dearling and Armstrong.*
Russell House Publishing 1994*

The Co-operative Sports and Games Book - Challenge Without Competition - *Orlick.*
Writers and Publishers Co-operative Ltd 1978*

Creative Games in Groupwork - *Dynes.*
Winslow Press 1990*

The New Games Book - *Fluegelman.*
Doubleday/Dolphin 1974*

More New Games - *Fluegelman.*
Doubleday/Dolphin 1981

Playfair: Everybody's Guide to Non-Competitive Play - *Weinstein and Goodman.*
Impact 1980

Drama and Role-Play:

Creative Drama in Groupwork - *Jennings.*
Winslow Press 1986*

Introducing Role-Play - *Hunt.*
Groundwork 1989*

Role-Play - A Practical Guide - *Milroy.*
Aberdeen University Press*

Role-Playing: A Practical Manual for Group Facilitators - *Shaw.*
University Associates, Notts 1980

Look, Listen and Trust - *Rawlins and Rich.*
Thomas Nelson and Sons

Ideas That Work in Drama - *Theodorou.*
Stanley Thomas

Theatre Games for Young Performers - *Novelly.*
Meriwether

Dramatherapy - *Jennings.*
Croom Helm

Psychotherapy:

What Is Psychotherapy? - *Bloch.*
Oxford University Press 1982

An Introduction to the Psychotherapies - *Bloch.*
Oxford University Press 1986

Theory and Practice of Counselling and Psychotherapy - *Corey.*
Brookes/Cole 1982

Individual Therapy in Britain - *Dryden and Windy.*
Harper and Row 1984

On Becoming A Person - A Therapist's View of Psychotherapy - *Rogers.*
1961, Constable 1967

3/ Working With Young People In Trouble And Difficulty

Young Offenders - General:

Persistent Young Offenders - *Hagell and Newburn.*
Policy Studies Institute 1994

Growing Out of Crime - *Rutherford.*
Penguin 1986

Living Dangerously - *Graef.*
Harper Collins 1992

Psychology in Prisons - *Cooke, Baldwin and Howison.*
Routledge 1990

Out of Care - The Community Support of Juvenile Offenders - *Thorpe, Smith, Green and Paley.* George Allen and Unwin 1980

The Young Offender - *West.*
Penguin 1967, 1974

Young People At Risk - General:

Young People Under Pressure - *Skinner.*
National Youth Agency 1988

The Invisible Children: Children 'On The Game' ifn America, West Germany and Great Britain - *Sereny.* Pan 1986

Bullies and Victims in Schools - *Besag.*
Open University Press 1989

Girl Delinquents - *Campbell.*
Basil Blackwell 1981

Children Under Stress - *Wolff.*
Penguin 1976

Adolescent Disturbance and Breakdown - *Laufer.*
Penguin in a ssociation with MIND 1975

Developmental Work Handbooks:

(See also Adventure Activities and Games; Groupwork Games; Drama and Role-Play)

Working With Young People in Trouble - A Practical Manual - *Pickles.*
Scottish ITRC 1987

Offending Behaviour - Skills and Strategems for Going Straight - *McGuire and Priestley.*
Batsford 1985

Social Skills and Personal Problem-Solving - A Handbook of Methods - *Priestley, McGuire, Flegg, Helmsley, Welham.* Tavistock 1978

Working With Young Offenders - *Pitts.*
MacMillan 1990

Intensive IT With Juvenile Offenders - A Handbook on Assessment and Groupwork Practice (Offending Curriculum) - *Denham.* University of Lancaster 1982

Worth the Risk!? - *Ball, Eastwood, Davill and Holt.*
Save the Children Fund 1987

Face to Face - A Practitioner's Manual on Personal Development Work with Young People in Northern Ireland - *Duke, Kearney, Keenan, Nellis.* Save the Children Fund 1991

Targets For Change - Issue Focused One-To-One Work With Offenders - *Marshall and Weaver.* Nottinghamshire Probation Service 1991

Reasoning and Rehabilitation - A Handbook For Teaching Cognitive Skills - *Ross, Fabiano and Ross.* Ottowa University 1986, 1989

Fireworks - Creative Approaches to Conflict - *Fine and Macbeth.*
Youth Work Press 1992

Drug Education For Young Offenders.
Tacade 1994

Work With Boys - *Lloyd.*
Youth Work Press

Greater Expectations - A Source Book for Working with Girls and Young Women - *Slavin.* Learning Development Aids

Lifting the Limits - A Handbook for Women Working with Young Women At Risk or In Trouble - *Mountain.* Youth Work Press

Its No Game: Responding to the Needs of Young Women At Risk or Involved In Prostitution - *Green.* Youth Work Press

Carrying the Can: Working with Girls and Young Women on Alcohol Issues. Tacade 1994

4/ Staff Training and Support

Personal and Professional Development for Group Leaders - *Cherry and Robertson (with Meadows).* Scottish Health Education Group 1990

Face to Face - A Practitioners Manual on Personal Development Work with Young People in Northern Ireland - *Duke, Kearney, Keenan and Nellis.* Save the Children Fund 1991

Groupwork Skills - A Training Manual - *Fewell and Wolfe.* Health Education Board for Scotland 1991

Counselling Skills - A Training Manual - *Wolfe.* Health Education Board for Scotland 1989

Personal Problem Solving - A Training Manual - *Robinson and Robson.* Health Education Board for Scotland 1991

Playing with Fire - Training for the Creative Use of Conflict - *Fine and Macbeth.* Youth Work Press 1992

On Becoming A Counsellor; A Basic Guide For Non-Professional Counsellors - *Kennedy.* Gill and MacMillan 1977.

5/ Experiential Education

The Theory of Experiential Education - *Kraft and Sakofs.* Association for Experiential Education*

Experiential Learning - *Kolb.* Prentice Hall 1984

Ethical Issues in Experiential Education - *Hunt.* Association for Experiential Education 1986*

Development Training: Progress and Prospects - *Everard.* DTAG 1993

6/ Evaluation

Working Effectively - A Guide to Evaluation Techniques - *Feek.* Bedford Square Press (NCVO) 1987.

Measuring Change, Making Changes - An Approach to Evaluation - *Graessle and Kingsley*. London Community Health Resource 1986

Evaluation (2nd Edition) - *Lishman*.
Jessica Kingsley Publishers 1988

Handbook of Training Evaluation and Measurement Techniques.
Kogan Page

Recording and Reporting - *Rogers*.
Youth Clubs UK 1982

7/ Research Reports

In Search Of Adventure - *Hunt*.
Talbot Adair Press 1989*

Report on a Survey of Outdoor Activity Provision for Young People in Trouble or At Risk - *Barrett*. Basecamp 1993*

The Northland Wilderness Experience - A Report on an Experiential Programme for the Youth of Taitokerau - *O'Brien*. University of Auckland 1990

Sport as Prevention - The Role of Sport in Crime Prevention Programmes Aimed at Young People - *Robins*. Centre for Criminological Research, University of Oxford

Sport and Anti-Social Behaviour - *Coalter*.
The Scottish Sports Council

Adventure Experiences for Young People from Urban Areas: A Report by HMI - *HM Inspectorate*. DES 1991

Report by HM Inspectors on the Fairbridge Drake Society - *HM Inspectorate*.
DES 1989

Time to Think - A Cognitive Model of Delinquency Prevention and Offender Rehabilitation - *Ross and Fabiano*. Institute of Social Sciences and Arts Inc, USA 1985

8/ Conference Reports

Challenge Opportunities for Inner City Youth - CCY/NAOE Conference.
Adventure Education 1992*

Community-Based Sentencing - The Use of Outdoor Challenge.
Sports Council (NW Region) 1987

Proceedings of the First National Symposium on Outdoor Programmes for Offenders Adult Corrective Services, Australian Capital Territory - *Cianchi*. 1991

What Works: Effective Methods to Reduce Re-Offending - Conference Proceedings.
Greater Manchester and Hereford & Worcester Probation Services 1991

9/ Directories

Directory of Outdoor Activity Provision for Young People In Trouble or At Risk - *Barrett.* Adventure Education 1993*

Directory of Experiential Therapy and Adventure-Based Counselling Programmes - *Gerstein.* Association for Experiential Education 1993

The NYA Guide to Residential Centres.
Youth Work Press 1992

The Outdoor Source Book 1993/94.
Adventure Education 1993*

Directory of Trainers and Consultants in the Personal Social Services - *Dearling.*
Longmans 1991

10/ Journals

Adventure Education and Outdoor Leadership - quarterly.
Adventure Education, 12 St Andrews Churchyard, Penrith, Cumbria, CA11 7YE

Young People Now - monthly.
17-23 Albion Street, Leicester, LE1 6GD

Scottish Child - six issues a year.
130 St Stephen Street, Edinburgh, EH3 5AD

Youth & Policy - quarterly.
10 Lady Beatrice Terrace, New Herrington, Houghton-le-Spring,
Tyne and Wear, DH4 4NE

Journal of Experiential Education - quarterly.
AEE, 2885 Aurora Avenue #28, Boulder, Colorado 80303-2252, USA

Appendices

APPENDIX 1

Day Conference Delegate List

Abigail Baker-Graham	Youth Worker	Leeds Youth Service
Pete Allison	Student	Jordanhill College, Strathclyde
Anthony Bales	Trustee	Basecamp Trust
Kate Ballard	Project Worker	Basecamp Trust
Jon Barrett	Director	Basecamp Trust
Louise Barrett		Basecamp Trust
John Bateman	Sport and Recreation Unit	Youth Clubs UK
David Bell	Director	DIVERT
Chris Bennett		Nell Bank Centre, Harrogate
Steve Bennett	Trust Director	Nell Bank Centre, Harrogate
Tom Bradley	Manager Youth Justice	Lancashire Social Services
Colin Campbell	Project Leader	NCH Dumfries Community Project
Hugh Campbell	Lecturer	Jordanstown College, Belfast
Laurie Campbell	Project Supervisor	Dumfries Wheels Project
Nick Chetwood	Ackers Trust	Birmingham
Jon Clennell	Outdoor Pursuits Consultant	South Yorks Outdoor Pursuits Trust
Stephen Cooper	Expedition Assessment & Training	Raleigh International
Susan Coughlan	National Youth Council	Outdoors Now, Dublin
Neil Donaldson		Loch Ore Meadows Country Park, Fife
Ton Duindam	Orthopedagogisch Centrum Michiel	Nijmeegssebaan, Holland
Chris Dunning	Northern Director Youth Projects	The Rank Foundation
Maurice Dybeck	Explorers Films	Carnforth, Lancashire
Dr Bertie Everard	Chairman	Development Training Advisory Group
Des Finn	Community Education Co-ordinator	Bury Metropolitan Borough Council
Peter Finn	Teacher	Brentwood, Essex
Chris Fogarty	National Youth Centre	Outdoors Now, Dublin
Gary Galvin	Police HQ	West Yorks Police
Archie Gibson	Project Controller	Back to Basics, Knoydart
Roger Greenaway	Trainer	Stirling
Nigel Gregory	Outward Bound Access Team	Mersey
Peter Gwatkin	Project Leader	Outdoor Groupwork Project, Coatbridge
Ruth Halsey	Teacher	Morecambe Road School, Ambleside
Hanson David	Student	Charlotte Mason College
Bob Hedley	Head of Centre	Runkerry Centre, Co Antrim
John Henderson		Newfield Resource, Paisley
Bob Hinton		Frome, Somerset
John Huskins	Education Consultant	Bristol
Douglas Jeffrey	Regional Youth Officer	Lothian Region Education Department
Wendy Johnson	Education Consultant	National Association for Outdoor Education
Alisdair Kennedy	Teacher	Shorefields Community School, Toxteth
David Lane		Lancashire Social Services
Jonathan Lasenby	MSc Student	Birmingham University
Richard Lye	Trustee	Basecamp Trust
Kevin Mansell	Les-Chens School	Jersey
Chris Martucci	Trainer	Windermere
Rhona Mathews		Adventure Education
I.A.M. McCambridge	Dep. County Youth Officer	Worcestershire Education Department
Fiona McCormack	Lecturer	Buckinghamshire College
Brendan McNutt	Principal	Bryn Melyn Community, Gwynedd

Alan Myatt	Operations Director	Fairbridge
Geoff Nichols	Lecturer	Sheffield University
Peter Owen	Bryn Alyn Community	Clwyd
Carmel O'Connor	Co-operation North	Dublin
Lee Parker	Head of Centre	Dick Sheppard Youth Centre, Tulse Hill
Abi Paterson	Staff Trainer	Fairbridge
Simon Priest	Professor of Outdoor Adventure	Brock University, Ontario
Anna Rawlinson	YOP Manager	Raleigh International
Michael Reynolds	Managing Director	Back to Basics, Knoydart
Martin Ringer	Consultant and Trainer	Perth, W Australia
Ann Riordan	National Youth Council	Outdoors Now, Dublin
Barry Roberts	Development Manager	Raleigh International
Peter Robertson	Director	The Holywood Trust
Sue Robertson	Co-ordinator	Glos Youth Service Youth Action Scheme
Karl Rohnke	President	Project Adventure Inc
John Rotherham	Chief PE Officer	Prison Service Dept, Home Office
Philip Roycroft	Director	Endeavour Scotland
Dave Saunders		Salford
Dougie Shannon	Co-ordinator	Outdoor Resource Centre, Strathclyde
Brendan Sheehan	Co-ordinator	City of Dublin VEC
Derek Short		Probation Board for Northern Ireland
Helen Skinner	Youth Justice Officer	Surrey Social Services Department
Tim Smith	Staff Trainer	Fairbridge
Jeff South	Team Leader	Outward Bound Rhowniar
Tim Symington	Outdoor Education Worker	Hampshire Youth Service
Pamela Tate	Craiglee Children's Centre	Aberdeen
Ian Thom	Headteacher	Howdenhall Children's Unit, Edinburgh
Graeme Tiffany	Project Worker	Teviot Community Base, Tower Hamlets
Adrian Tolan	Sports Leader	West Yorks Sports Counselling Assoc
Calvin Torrans	Outdoor Education Instructor	City of Dublin VEC
Rab Urquhart	Groupworker	Dumfries Wheels Project
Caroline Waitt	Project Worker	Barnardos, Whitley Bay
Ian Waldie	Community Ed Officer	Dumfries
Steve Ward		Community Education, Coventry
Peter Watson	Sergeant	Metropolitan Police
Anthony Weatherall	Trustee	Basecamp Trust
John Webster	Youth Worker	Burley Lodge Centre, Leeds
Toby Wells	Team Manager	Surrey Youth Justice
Graham Whalley		Ocean Youth Club
John Wheeler		W Yorks Sports Counselling Association
Craig Wilde		Salford Youth Service
Edmund Wood	Development Officer	Duke of Edinburgh's Award, Crickhowell
Michael Woodward	Youth Tutor/Worker	Wakefield Youth Service
Peter York	Commissioner	Scout Association

APPENDIX 2

Organisations Represented at the Day Conference

Ackers Trust
Adventure Education
Advice Endeavour
Back to Basics
Barnardos, Whitley Bay
Basecamp Trust
Brock University, Ontario, Canada
Bryn Alyn Community
Bryn Melyn Community
Buckinghamshire College
Burley Lodge Youth Centre, Leeds
Bury Metropolitan Borough Council
City of Dublin VEC
Community Education, Coventry
Craiglee Children's Centre, Aberdeen
Development Training Advisory Group
Dick Sheppard Youth Centre, Tulse Hill
Diocese of Leicester
DIVERT
Duke of Edinburgh's Award Scheme
Dumfries Wheels Project
Endeavour Scotland
Explorer Films
Fairbridge
Gloucestershire Youth Service
Hampshire Youth Service
Holywood Trust
Home Office, Prison Service Department
Howdenhall Children's Unit, Edinburgh
John Huskins, Consultant, Bristol
Jordanhill College, Strathclyde
Jordanstown College, Belfast
Lancashire Social Services
Les-Chens School, Jersey
Loch Ore Meadows Country Park, Fife
Lothian Region Education Department
Martin Ringer Consulting, Perth, W Australia
Metropolitan Police
Morecambe Road School, Ambleside
National Association for Outdoor Education
NCH Action for Children Scotland, Dumfries
Nell Bank Centre, Harrogate
Newfield Resource, Paisley
Ocean Youth Club
Orthopedagogisch Centrum Michiel, Nijsmeegssebaan, Holland
Outdoor Groupwork Project, Coatbridge
Outdoor Resource Centre, Strathclyde
Outdoors Now, Dublin
Outward Bound Access Team, Mersey

Outward Bound Rhowniar
Project Adventure Inc, Massachusetts, USA
Raleigh International
Salford Youth Service
Sheffield University
Shorefields Community School, Toxteth
South Yorkshire Outdoor Pursuits Trust
Surrey Social Services Department
Surrey Youth Justice
Teviot Community Base, Tower Hamlets
The Rank Foundation
Wakefield Youth Service
West Yorkshire Police
West Yorkshire Sports Counselling Association
Worcestershire Education Department
Youth Clubs UK

APPENDIX 3

Study Weekend Delegate List

Judith Annett	Countryside Recreation and Training	Co Down, Northern Ireland
Liz Arthur	Probation Board for Northern Ireland	Antrim
John Atherton	Institute of Criminology	Wolfson College, Cambridge
Sarah Averill		
Abigail Baker-Graham	Youth Worker	Leeds Youth Service
Anthony Bales	Trustee	Basecamp Trust
Kate Ballard	Project Worker	Basecamp Trust
Jon Barrett	Director	Basecamp Trust
Keith Barrett	Community Artist	North Shields
Louise Barrett		Basecamp Trust
John Bateman		Youth Clubs UK
David Bell	Director	DIVERT
Chris Bennett		Nell Bank Centre
Steve Bennett	Trust Director	Nell Bank Centre, Harrogate
Cathy Biggar	Project Worker	NCH Action for Children Scotland
Mark Blackwell	Urban Adventure Worker	Youth Office, Croydon
Prof. Keith Bottomley	Director	Centre for Criminology and Criminal Justice, University of Hull
Brenda-Anne Bradley	Intermediate Treatment Officer	Grampian Region Social Work Department
Joseph Brice	Residential Social Worker	Grampian Region Social Work Department
Arthur Brown	Y & C Student	Leicester
Alison Butcher	Education Ranger	Forest Enterprise
Hugh Campbell	Lecturer	Jordanstown College, Belfast
Stuart Campbell	Intermediate Treatment Officer	Grampian Region Social Work Department
Chris Charlton	Social Worker	Bryn Melyn Community, Gwynedd
Nick Chetwood	Ackers Trust	Birmingham
Jon Clennell	Outdoor Pursuits Consultant	South Yorks Outdoor Pursuits Trust
Nigel Cooper	Education Tutor	Aycliffe Young People's Centre, Co Durham
Susan Coughlan	National Youth Council	Outdoors Now, Dublin
Kevin Crawley	Probation Officer	Northumbria Probation Service
Mat Curran	Probation Officer	Northumbria Probation Service
Colin Dempsey		Probation Board for Northern Ireland
Mike Dennison	Outward Bound	Newcastle upon Tyne
Stephen Dickson	Belfast Activity Centre	Finaghy Youth Centre
Norman Dobson	Student	University of Leicester
Neil Donaldson		Loch Ore Meadows Country Park, Fife
Ton Duindam	Orthopedagogisch Centrum Michiel	Nijmeegsebaan, Holland
Chris Dunning	Northern Director Youth Projects	The Rank Foundation
Maurice Dybeck	Explorer Films	Carnforth, Lancashire
Mike Edwards	Activities Co-ordinator	Jeananne Medd Centre, Farnham
Stephen Elliot	Director	Bryn Melyn Community, Gwynedd
Phil Evans	Student/Part Time Youth Worker	Bury, Lancashire
Dr Bertie Everard	Chairman	Development Training Advisory Group
Steve Farthing	Bowles Outdoor Centre	Eridge, Kent
Martin Faulkner		Thomas Percival Trust, Warrington
Nic Fine		LEAP Confronting Conflict
Peter Finn	Teacher	Brentwood
Keiran Fitzsimmons	Belfast Activity Centre	Finaghy Youth Centre
Chris Fogarty	National Youth Council	Outdoors Now, Dublin

Lucy Ford	Probation Officer	Northumbria Probation Service
Ken Fordham	Training Department	Lancashire County Council
Mandy Furniss	Team Leader	Prince's Trust Community Volunteers, Glasgow
Archie Gibson	Project Controller	Back to Basics, Knoydart
Steve Graham	Special Needs Teacher	Surrey
Peter Grainger	Student Social Worker	Grampian Region Social Work Department
Roger Greenaway	Trainer	Stirling
Mark Griffiths		Lancashire Probation Service, Accrington
Sarah Griffiths	Youth Worker	Cardiff
Mike Grimes	Probation Officer	Northumbria Probation Service
Ruth Halsey	Teacher	Morecambe Road School, Ambleside
David Hanson	Student	Charlotte Mason College
Ros Harkin	Senior Project Worker	Crossover Project, Strathclyde
Ian Hawkins		Hull
Bob Hedley	Head of Centre	Runkerry Centre
Bob Hinton		Frome, Somerset
Peter Hitt		West Linton, Peebles
Dave Hooper	Merseyside Mobex	Liverpool
Barbara Humberstone	Senior Lecturer	Southampton
Lord Hunt	President	National Association for Outdoor Education
John Huskins	Consultant	Bristol
Wendy Johnson	Education Consultant	NAOE
Derry Jones		Thomas Percival Trust, Warrington
Alisdair Kennedy	Teacher	Shorefields Community School, Toxteth
Janice Kidd	Teacher	North Shields
Diane King	Inspection Advisory Service	Wythenshaw
John Knight	Mobex NE	Newcastle Upon Tyne
Alistair Lee	Development Officer	Duke of Edinburgh's Award, Croydon
Steve Lenartovicz	Youth Programmes Manager	Brathay Hall Trust, Ambleside
Ian Lewis	Vice Chairman	National Association for Outdoor Education
Chris Loynes	Director	Adventure Education
Kevin Mansell	Les-Chens School	Jersey
Chris Martucci	Trainer	Windermere
Ian Mathews	Lecturer	Longlands College of FE
Rhona Mathews		Adventure Education
Fiona McCormack	Lecturer	Buckinghamshire College
Kitty McCormick	Belfast Activity Centre	Finaghy Youth Centre
Alec McGee	Countryside Recreation and Training	Co Down, Northern Ireland
Ronnie McMurray	Jenny's Project	Probation Board for Northern Ireland
Gil McWilliams	Probation Board for Northern Ireland	Coleraine
Alex Morrison	Regional IT Co-ordinator	Strathclyde Region Social Work Department
Derry Moulds	Mobex Merseyside	
Alun Mountford	Director of Training	Geese Theatre Company
Ann Muir	Camoran Child Resource Centre	Orkney
Geoff Nichols	Lecturer	Sheffield University
Liz Oakes	Senior IT Officer	NE District, Strathclyde
Ken Olgilvie	Editor	National Association for Outdoor Education
Robert Orr	Probation Officer	Northumbria Probation Service
Carmel O'Connor	Co-operation North	Dublin
Lee Parker	Head of Centre	Dick Sheppard Youth Centre, Tulse Hill
Christine Partridge	Team Leader	Outward Bound, Loch Eil
Abi Paterson	Staff Trainer	Fairbridge
Tim Pickering	Team Leader	Outward Bound, Loch Eil
Simon Priest	Professor of Outdoor Adventure	Brock University, Ontario
Roger Putnam	Chairman	National Association for Outdoor Education

Peter Quinn		Probation Board for Northern Ireland
Mathew Ralphs	The Wilderness Centre	Mitcheldean, Gloucestershire
Mike Reynolds	Managing Director	Back to Basics, Knoydart
Martin Ringer	Consultant	Perth, W Australia
Ann Riordan	National Youth Council	Outdoors Now, Dublin
Stuart Robertson	Head of Outdoor Education	Boxmoor House School Hemel Hempstead
Karl Rohnke	President	Project Adventure Inc
John Rotherham	Chief PE Officer	Prison Service Dept, Home Office
Philip Roycroft	Director	Endeavour Scotland
Giles Ruck	Team Leader	Fairbridge East Scotland
Simon Ruding	Director	Geese Theatre Company
Dougie Shannon	Co-ordinator	Outdoor Resource Centre, Strathclyde
Brendan Sheehan	Co-ordinator	Youth Reach Project, City of Dublin VEC
Derek Short		Probation Board for Northern Ireland
Tim Smith	Staff Trainer	Fairbridge
Jeff South		Outward Bound Rhowniar
Chris Spencer	Development Worker	Endeavour, Sheffield
Jim Stanton	Youth Worker	Leeds Youth Service
Astrid Svensson		Drive for Youth, Celmi
Tim Symington	Outdoor Education Worker	Hampshire Youth Service
Pam Tate	Craiglee Children's Centre	Aberdeen
Carolyn Taylor	Co-ordinator	Duke of Edinburgh's Award, Bury, Lancashire
Graeme Tiffany	Project Worker	Teviot Community Base, Tower Hamlets
Eamonn Timmons	Senior Outreach Co-ordinator	Fairbridge
Calvin Torrans	Outdoor Education Instructor	City of Dublin VEC
Gordon Tose	Probation Officer	Northumbria Probation Service
Rab Urquhart	Groupworker	Dumfries Wheels Project
Katrina Verity		Lancashire Probation Service
Richard Waite	Director	Border Adventure, Selkirk
Ian Waldie	Community Education Officer	Dumfries
Keith Waldman	Scheme Manager	Hampshire Sports Counselling Project
Seamus Walsh		Probation Board for Northern Ireland
Steve Ward		Community Education, Coventry
Brian Ware	Vice President	National Association for Outdoor Education
Peter Watson	Sergeant	Metropolitan Police
Nicola Weaver	GEST Project	Padstow Youth Centre, Nottingham
John Webster	Youth Worker	Burley Lodge Youth Centre, Leeds
Simon Whalley		Bolton
David Wheatley		Kendal
Phil Whitehurst	Trainer	Kendal
John Wilson	Curriculum & Pastoral Manager	Aycliffe Young People's Centre, Co Durham
Edmund Wood	Development Officer	Duke of Edinburgh's Award, Crickhowell
John Wright		Hebden Bridge, W Yorks
Graham Zebedee	Belfast Activity Centre	Finaghy Youth Centre, Belfast

APPENDIX 4

Organisations Represented at the Study Weekend

Ackers Trust
Adventure Education
Advice Endeavour
Aycliffe Young People's Centre, Co Durham
Back to Basics, Knoydart Peninsula Ltd
Basecamp Trust
Belfast Activity Centre
Border Adventure, Selkirk
Bowles Outdoor Pursuits Centre, Kent
Boxmoor House School, Hemel Hempstead
Brathay Hall Trust
Brock University, Ontario, Canada
Bryn Melyn Community
Buckinghamshire College
Burley Lodge Youth Centre, Leeds
Camoran Child Resource Centre, Orkney
Centre for Criminology and Criminal Justice, University of Hull
City of Dublin VEC
Countryside Recreation and Training, Co Down
Coventry Community Education
Craiglee Children's Centre, Aberdeen
Crossover Project, Strathclyde
Development Training Advisory Group
Dick Sheppard Youth Centre, Tulse Hill
DIVERT
Drive for Youth
Duke of Edinburgh's Award Scheme
Dumfries Wheels Project
Endeavour, Sheffield
Endeavour Scotland
Explorer Films
Fairbridge
Finaghy Youth Centre, Belfast
Forest Enterprise
Geese Theatre Company
Grampian Region Social Work Department
Hampshire Probation Sports Counselling Project
Hampshire Youth Service
Inspection Advisory Service
Institute of Criminology, Wolfson College, Cambridge
Jeananne Medd Centre, Farnham
John Huskins, Consultant, Bristol
Jordanstown College, Belfast
Lancashire Probation Service
LEAP Confronting Conflict
Leeds Youth Service
Les-Chens School, Jersey
Loch Ore Meadows Country Park
Martin Ringer Consulting, Perth, W Australia

Metropolitan Police
Mobex, Merseyside
Mobex NE, Newcastle
Morecambe Road School, Ambleside
National Association for Outdoor Education
National Youth Council, Ireland
NCH Action for Children Scotland, Dumfries
Nell Bank Centre, Harrogate
Newfield Resource, Paisley
Northumbria Probation Service
Orthopedagogisch Centrum Michiel, Nijsmeegssebaan, Holland
Outdoor Resource Centre, Strathclyde
Outdoors Now, Dublin
Outward Bound City Challenge, Newcastle upon Tyne
Outward Bound Loch Eil
Padstow Youth Centre, Nottingham
Prince's Trust Community Volunteers, Glasgow
Prison Service Department, Home Office
Probation Board for Northern Ireland
Project Adventure Inc, Massachusetts, USA
Rank Foundation
Rockingham College of Further Education
Runkerry Centre, Co Antrim
Sheffield University
Shorefields Community School, Toxteth
South Yorkshire Outdoor Pursuits Trust
Strathclyde Region Social Work Department
Surrey Youth Justice
The Teviot Community Base, East London
The Wilderness Centre, Gloucestershire
Thomas Percival Trust, Warrington
Young Explorers' Trust
Youth Office, Croydon

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